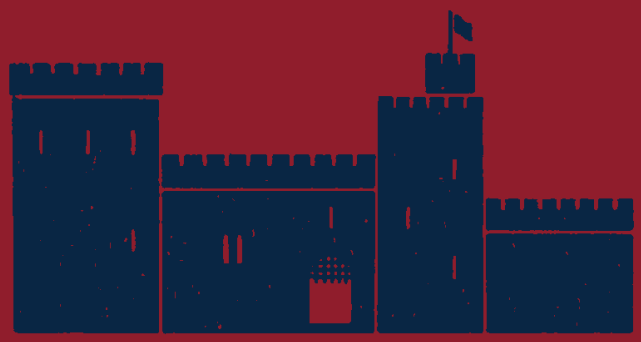
VISUAL HISTORY OF MANKIND

BOOK TWO

LIVING IN VILLAGES AND TOWNS



PARRISH

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THE THEME OF THESE BOOKS

BOOK 1

LIVING IN EARLY TIMES

In the long, slow ages before written history began, men learned gradually to make use of their natural environment. They found out how to make, keep, and use fire; how to extract metals from their ores; how to shape tools. The hunters of animals domesticated some and lived in partnership with them. The gatherers of herbs and berries discovered agriculture. In river valleys, like that of the Nile, fields were cultivated and villages grew up. By the side of lakes, in houses built on piles, small groups of men lived more securely than their ancestors. Instead of furs, woven clothing began to be worn; in the huts crude rushlights and torches glowed at night; on the rivers the first boats were to be seen.

BOOK 2

LIVING IN VILLAGES AND TOWNS

These great fundamental discoveries made it possible for human beings to live in larger groups. Families gathered into villages and towns for mutual help and protection. This made possible division of labour with the consequent advantage of specialization. But it set problems of social organization which it has taken centuries to solve.

BOOK 3

IVING IN THE WORLD

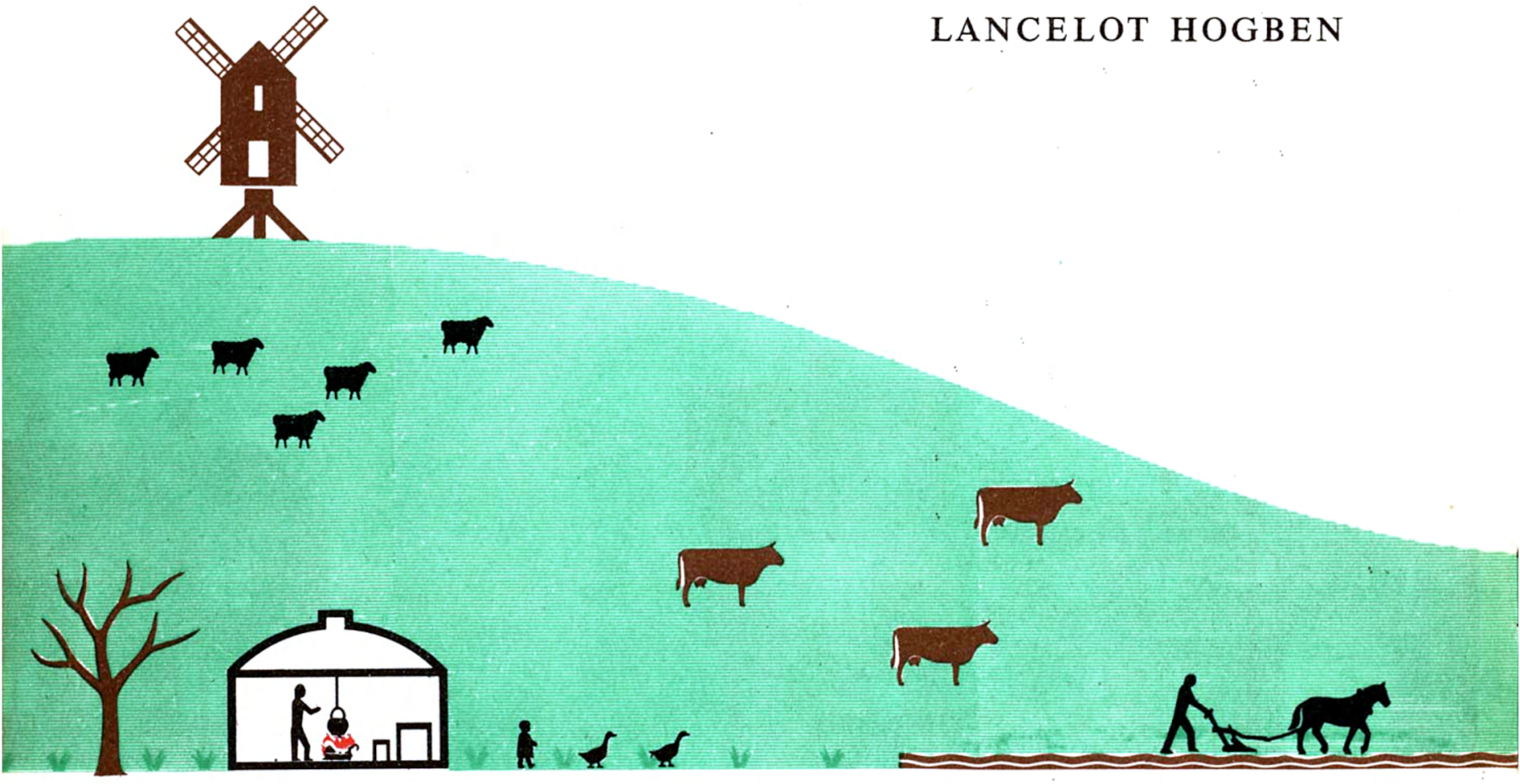
ime, as towns and cities grew, they extended their influence and rule over the sur-
ing countryside. Later, the civilized regions came into contact with one another
commerce and through war. Improving techniques speeded the process of
mmunication and led to the exploration of the whole planet, now seen to be
too slowly and painfully, mankind is learning the lesson that secure and
e comes not through the enslavement of human beings but from the
loitation of natural resources.

VISUAL HISTORY OF MANKIND

LIVING IN VILLAGES AND TOWNS

LIVING IN AND

HONORARY EDITOR
LANCELOT HOGBEN



PUBLISHED BY ADPRINT LIMITED LONDON COPYRIGHT 1948
PRINTED IN GREAT BRITAIN BY JARROLD & SONS LTD NORWICH ENGLAND

VILLAGES TOWNS

PREPARED BY

OTTO AND MARIE NEURATH DIRECTORS OF THE ISOTYPE INSTITUTE

J. A. LAUWERYS PROFESSOR OF COMPARATIVE EDUCATION UNIVERSITY OF LONDON

WITH 20 CHARTS IN SIX COLOURS BY THE ISOTYPE INSTITUTE

A MAX PARRISH BOOK

SOLE DISTRIBUTORS: GEORGE G. HARRAP & CO LTD
182 HIGH HOLBORN LONDON WC1 · SYDNEY · WELLINGTON

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HOW TO USE THIS BOOK

This history book is different from those you have been used to reading because:

1. It tells different stories from those you usually find;
2. It tells these stories in pictures rather than through written words.

We shall not tell you very much about kings and queens, battles and wars, Parliaments and Courts. All these things play a large part in history but many books have already been written about them. Instead, we shall try to tell you about ordinary people, their lives and doings—what clothes they wore at different times, the kinds of villages and towns they lived in, how they worked and played and slept.

The pictures we use to tell these stories have all been made in a special way. As you look through them you will see that certain drawings, say for "man" or "house" or "sheep", are used again and again, just as words are in an ordinary book. These drawings, called Isotype symbols, are all kept as clear and simple as possible, so that you can recognize them at once every time you see them. As a result, they can be put together to tell a story or to give interesting information.

We hope that you will like the bright colours we have used, just as we like them, but their main purpose is to help make the meaning of our charts clearer and not just to make them more attractive. For instance, if you look at Chart 1 you will see that all the things in the village which everybody could use are coloured grey, and all the things that belonged to the lord of the manor are coloured red. In fact you will soon find that everything in the Isotype picture language has a meaning. All details that do not play a real part in the story are left out. (There is no need to show, say, that some men were short, some tall, some thin and some fat in England five hundred years ago. That is not a part of our story.)

There are no hard-and-fast rules about how you should read these charts, but it is usually best to look first at the chart as a whole. Next you can look carefully at each symbol and each colour until you thoroughly understand it. Then look for the connections between them until you can see exactly what the whole chart has to say. When you have done this, ask yourself questions and try to answer them from the chart. In each case we have given a number of questions to help you, but you will certainly be able to think of many others yourself.

If two or more people can look at the charts together, so much the better. Interesting discussions will spring up, and we hope you will soon find yourself seeking for more information in other books. We have made a list of books which we think you will find useful and interesting, on page 49.

There is no reason, by the way, for you to feel bound to look at the charts in the order we have placed them. Just as you can look at the maps in a geographical atlas in any order and build geographical stories around them, so you may build many stories around our charts, and if you wish, look at the last before the first.

Very likely you will want to tell stories of your own in picture language after you have read our stories. If you turn to page 48 you will find we have given some hints to help you, besides suggesting other things you might like to do. Whether you do these things or not, we hope you will enjoy reading this new kind of book, and will find our stories interesting and easy to remember.

The Editors

A Village of the Middle Ages

In villages long ago most people worked in the fields. There was also a priest at the church and a lord whose job it was to protect the village.

1
Which is the lord? Which is his house? Which are his fields?

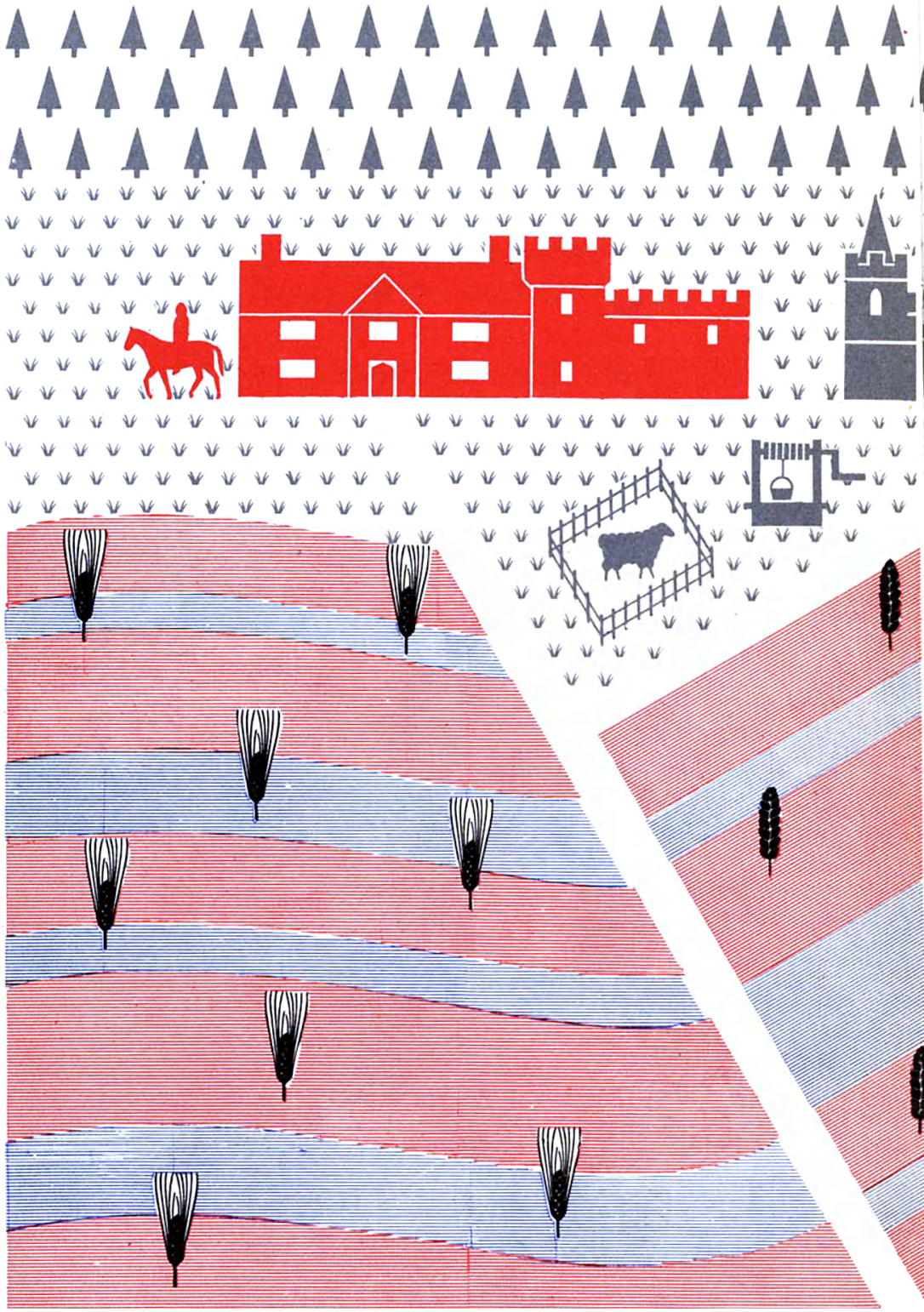
2
Which are the villagers? How many villagers are shown? How many of their houses are shown? Which fields belong to the villagers?

3
What colour are the church and the well? Who can enjoy and use the church and the well?

4
Put your finger on the sheep.

5
Animals wandering loose are shut up inside an enclosure called a *pound*. Why is the pound coloured grey on this picture?

6
How many big fields are cultivated in the village?



7
In which field is barley grown? In which wheat? Which is lying fallow?

8
How is each field divided?

9
Who has the biggest share of the cultivated land?

10
Who do the work in the fields?

11
What colour is the grassland shown?

12
Who can use the grassland? What could the grassland be used for?

13
What colour are the trees shown? Why are they shown in this colour?

14
Describe the work of the villagers.

15
Name three things in the village besides the houses.

16
Was the lord's house all built at the same time?

Chart 1

Two Ways of Sharing Land

More dots show that more crops are got from the land.

STRIPS

1
How many houses are shown?

2
How many fields do the five farmers share between them?

3
How many dots are there on each square of the best land? How many on each square of the worst land?

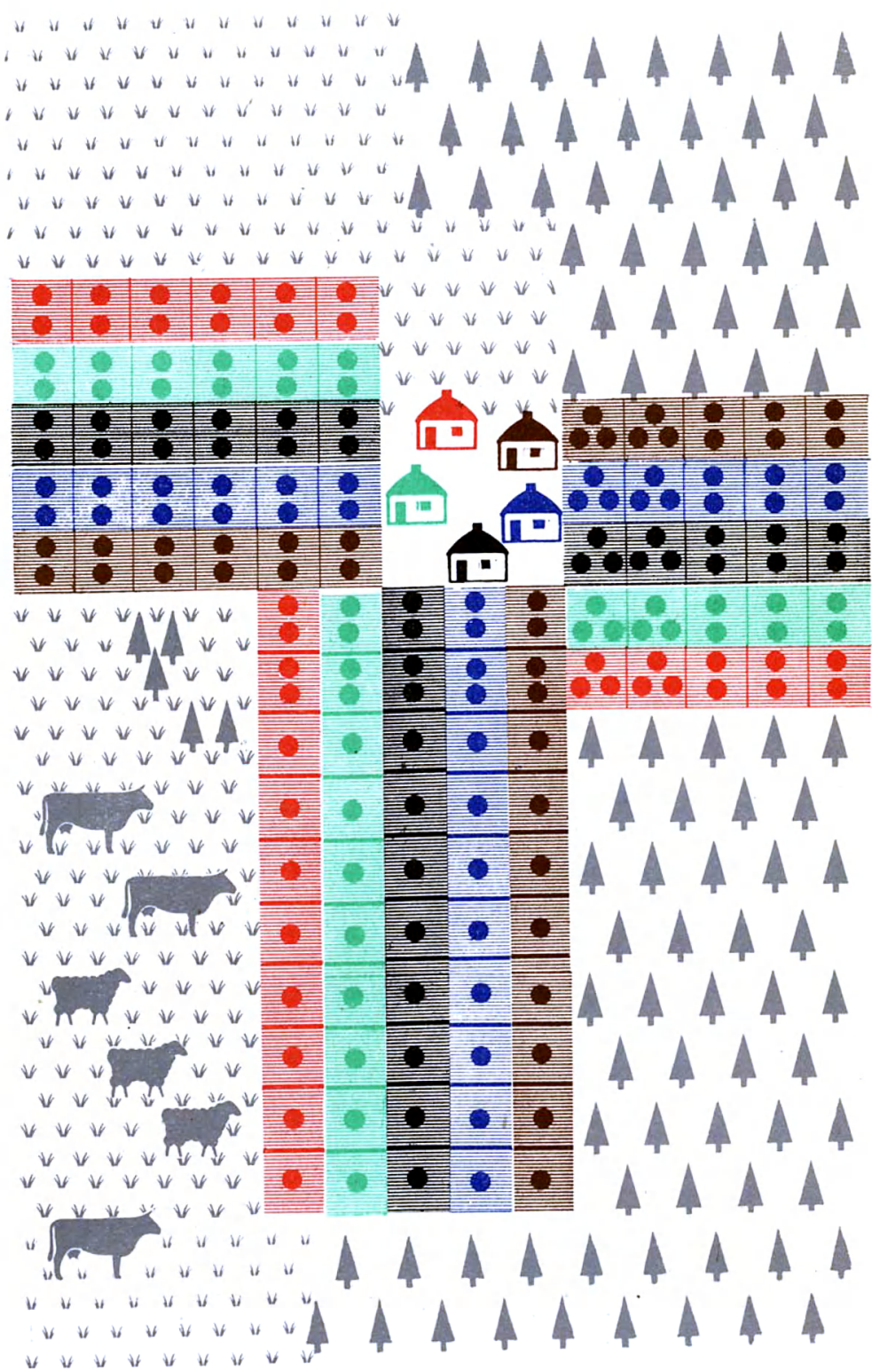
4
What fraction of the land does one farmer have in a field?

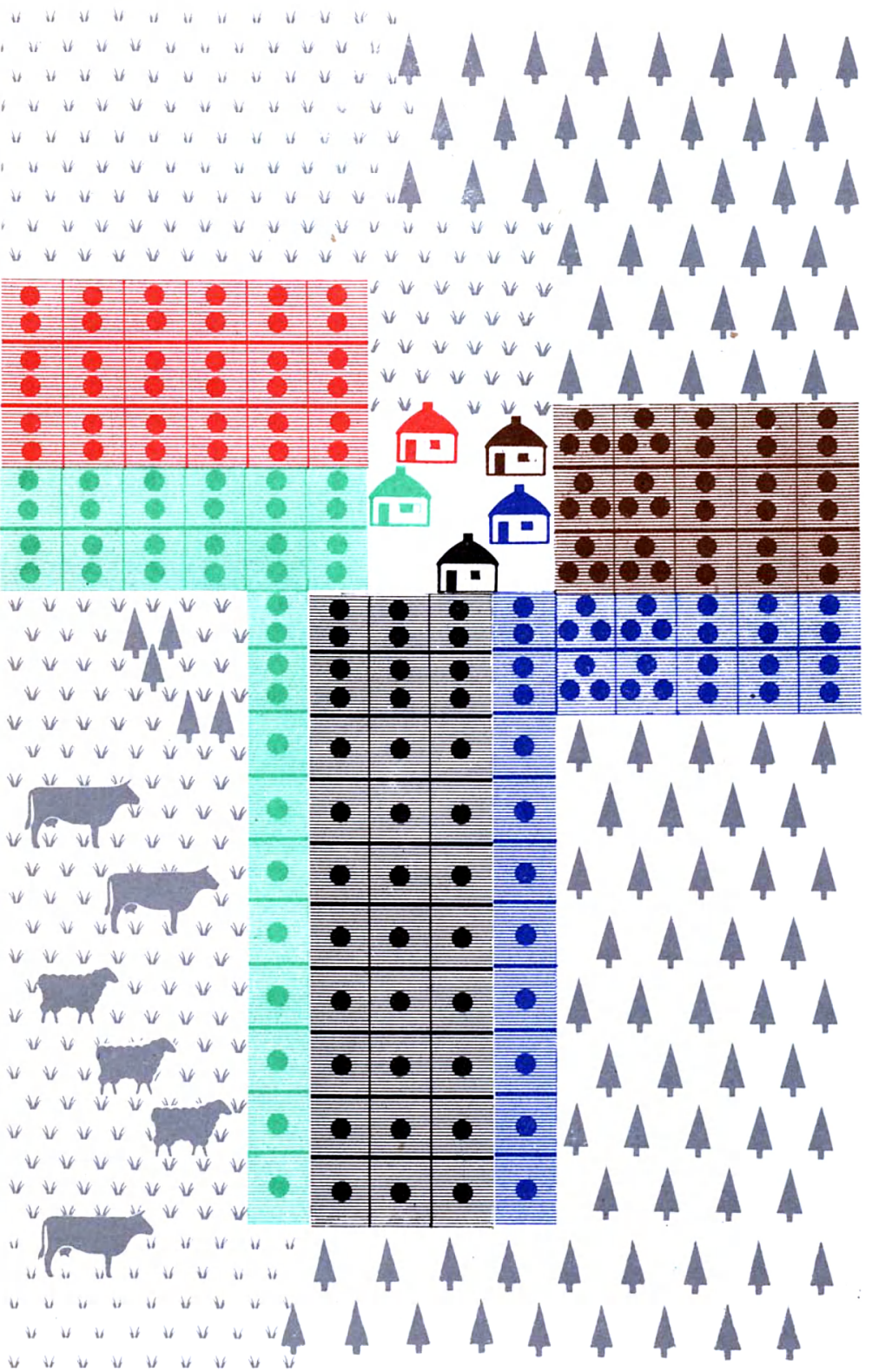
5
Count up the dots to see which farmer gets the most crops.

6
What animals can you see?

7
To whom do they belong?

8
Which of the three big fields yields the biggest crop?





BLOCKS

9
Which is the best land?

10
Which is the worst land?

11
Which farmer has to cultivate most land? Which farmer has to cultivate least land?

12
Count the dots to see which farmer has the most crops.

13
Which farmer has to work hardest to produce his crop?

14
Which farmer has to work least hard to produce his crop?

15
What advantages did the strip system have over the block system that might cause it to be chosen?

Chart 2

Making Good Use of the Land

The chart shows three ways of using the land. Each horizontal line shows four successive years of farming.

1
How many kinds of crop are shown in the first line? In the second line? In the third line? Name the different crops shown.

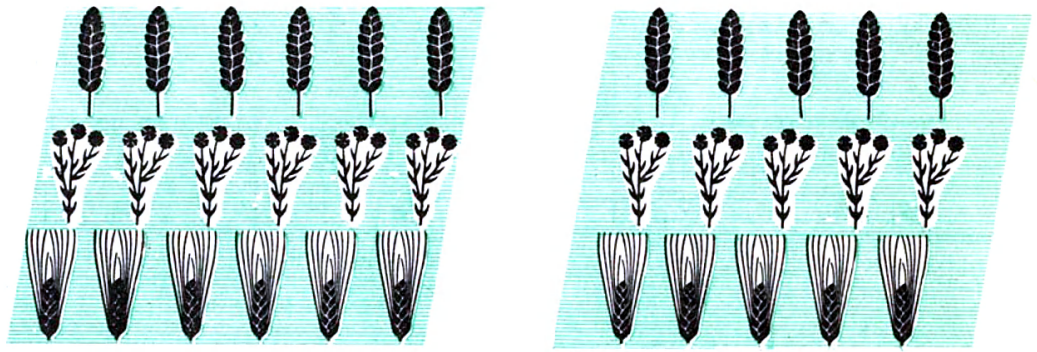
2
What proportion of the land is used for growing wheat in each line? What proportion is used for barley? What proportion is used for flax?

3
Is the same crop grown on the same piece of land each year in line one? In line two? In line three?

4
In the second line there is always some land where no crop is being grown. How could this land be used in a way which would help the farmer and also enrich the soil for later years?

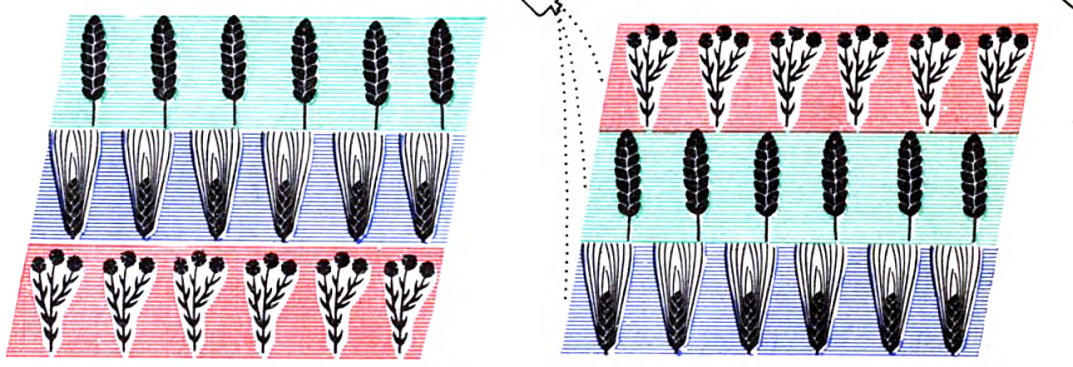
5
Are the crops grown in line one bigger or smaller in the fourth year than in the first?

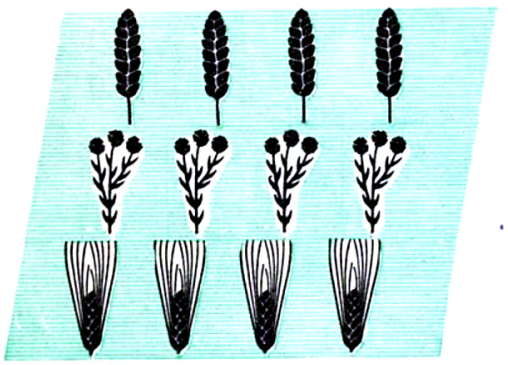
First Method

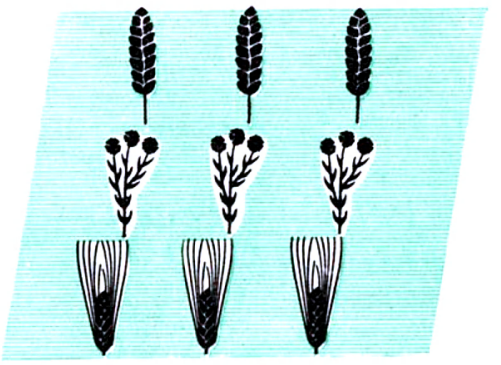


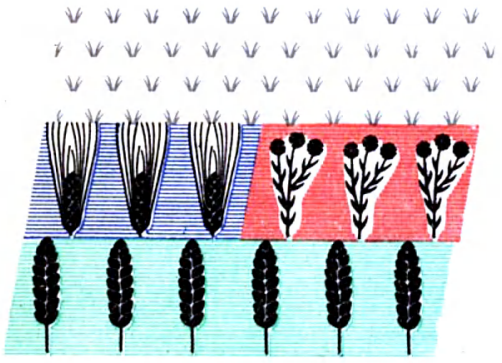
Second Method

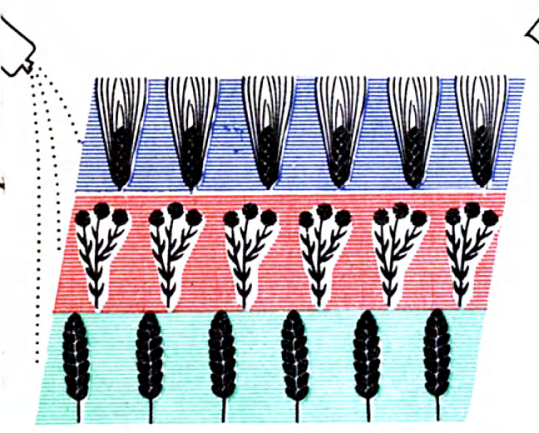
Third Method

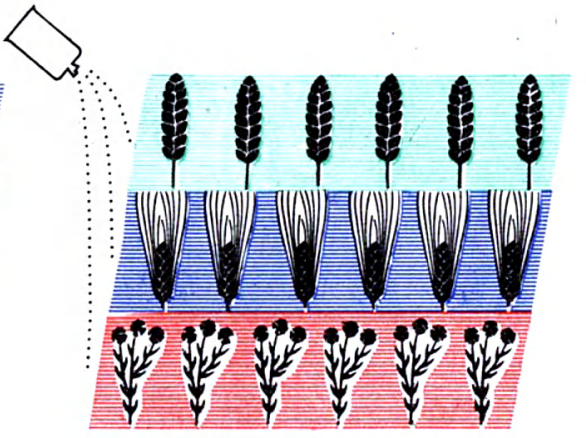












6
Would the same answer be correct for line two and line three?

7
If you hired a farm for two years only, would it be better to farm it in the way shown in line one or in the way shown in line two?

8
If you had to grow all your own food on the same farm for the rest of your life would it still be wise to choose the same way?

9
In which line is the largest total of crops grown in the whole four years?

10
Artificial fertiliser is being sprinkled on the land in line three. What effect does this have on the total crop the land can grow in four years?

11
Which method of farming is used most in modern Europe and America?

12
Why did not people use artificial fertiliser in earlier times?

Chart 3

How Clothes Have Changed

1
What are the three animals shown?

2
Cotton came into use later than flax and silk. Put your finger on the cotton plant.

3
What drawing is shown to stand for the making of rayon from wood?

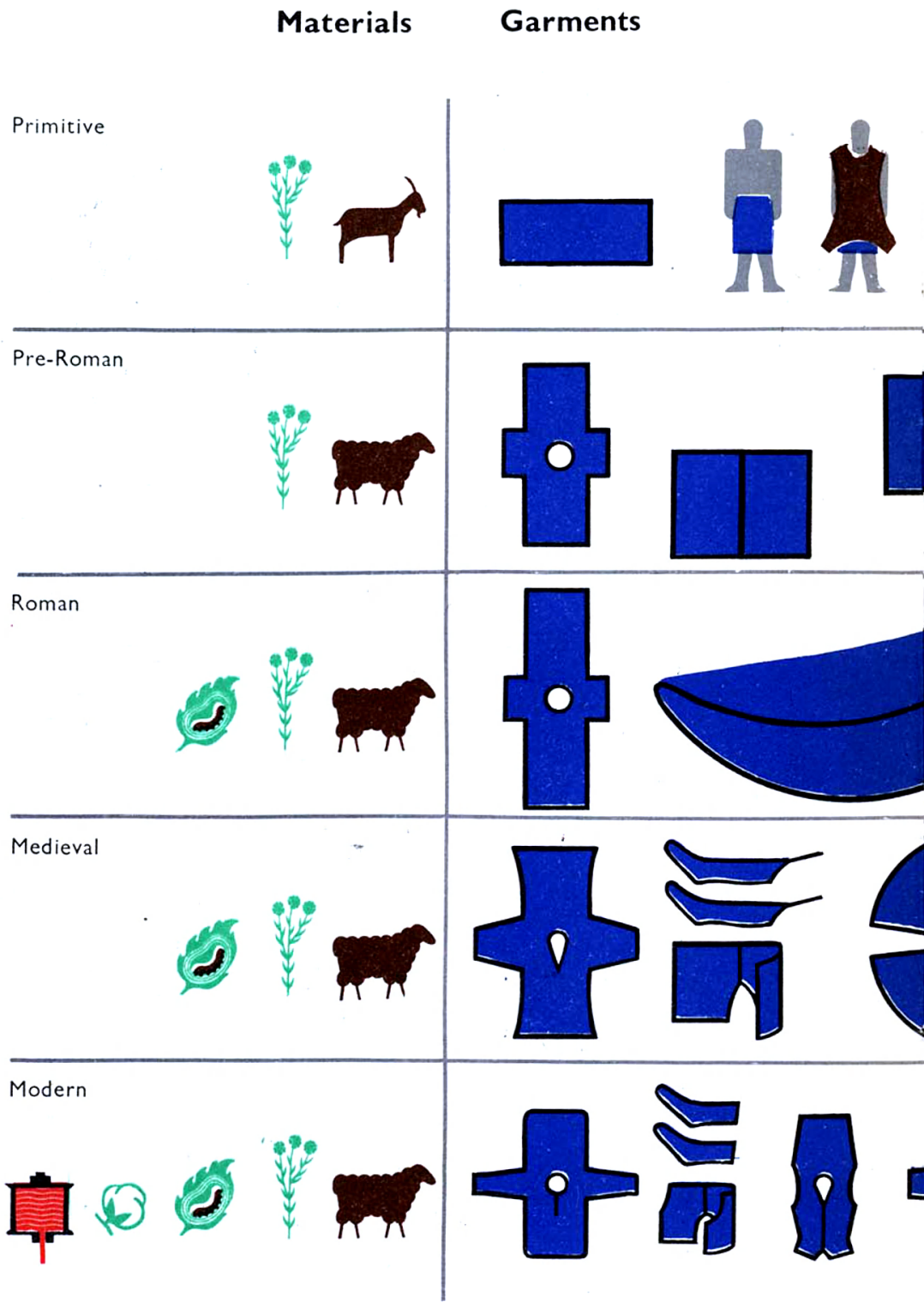
4
On which other chart have you seen one of the plants?

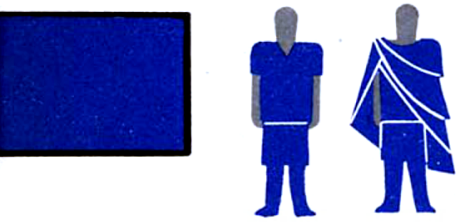
5
What did primitive men make their clothes from? How did they use the skins of animals?

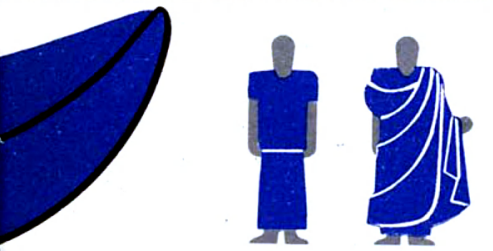
6
Which animal became an important source of clothing material? Which part of this animal was used?

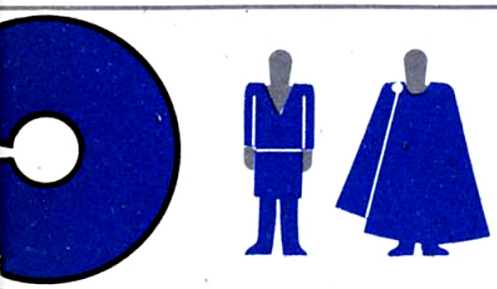
7
What was the next important clothing material to come into use?

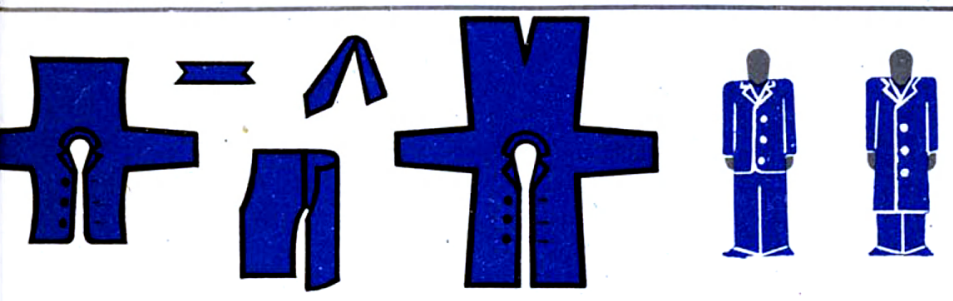
8
Name five important clothing materials in use today. Which of these came into use most recently?











9
When did people wear the greatest number of pieces of clothing?

10
What is the name of the piece of clothing which people wear on top of all the others today?

11
In which period was it easiest to cut the clothing? In which period was it most complicated?

12
Describe the shape to which the outermost garment was cut in lines two, three and four.

13
When were buttons introduced?

14
Mention some ways in which clothes now are different from those of medieval times. From those of Roman times.

15
Which clothes best fit the shape of the body?

16
Which clothes are the easiest for moving about in?

Chart 4

Centres of Work and Worship

Five thousand years ago, the priests of Sumer, in southern Mesopotamia, built temples for the worship of the gods. They became centres of craft work and of government. Four thousand years later, Christian monasteries too were centres of work and learning.

1
What shape is the Christian church? Why is it built in that shape?

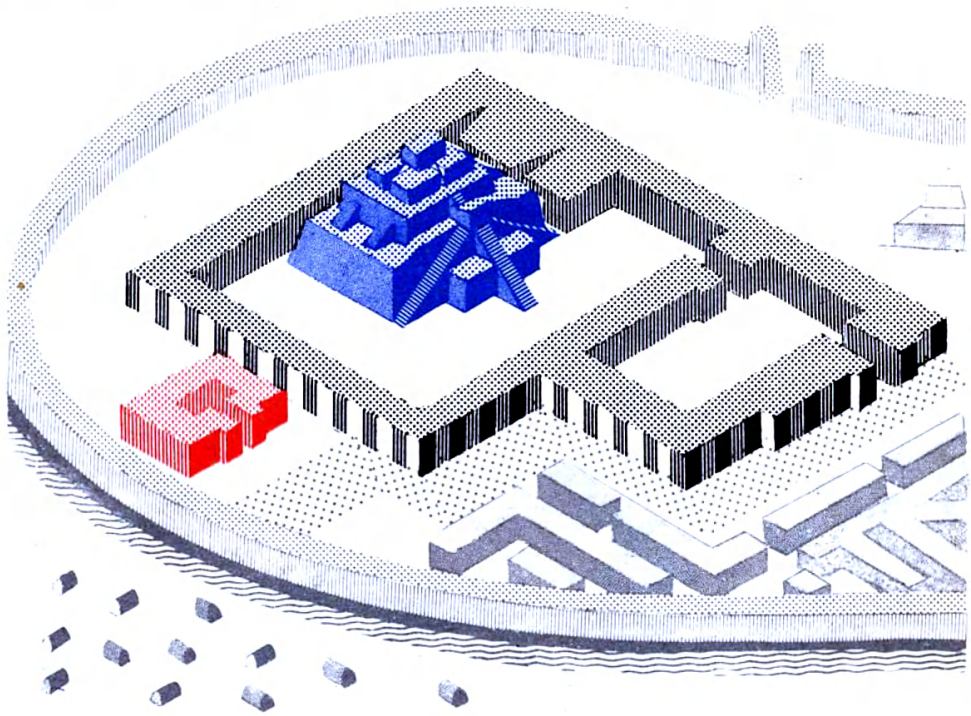
2
Name three kinds of work done by people living near the Sumerian temple. Near the church.

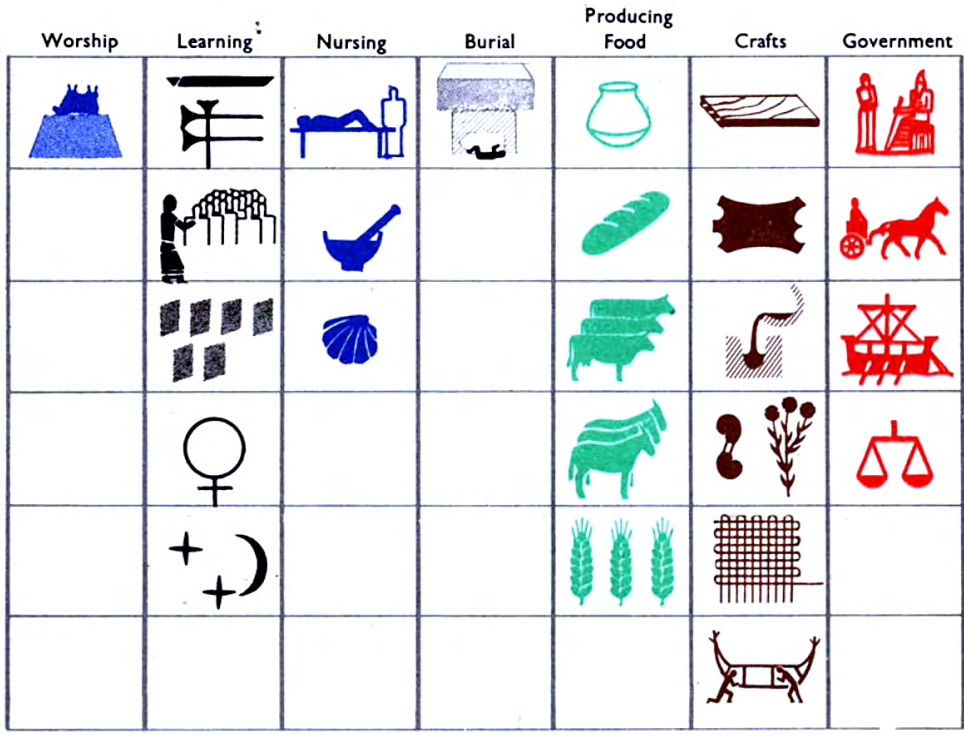
3
Did the Christian monks sacrifice animals? Did the Sumerian priests?

4
The Sumerian priests did wedge-shaped, or cuneiform, writing on tablets of clay with a small chisel. How do you think the medieval monks made their books?

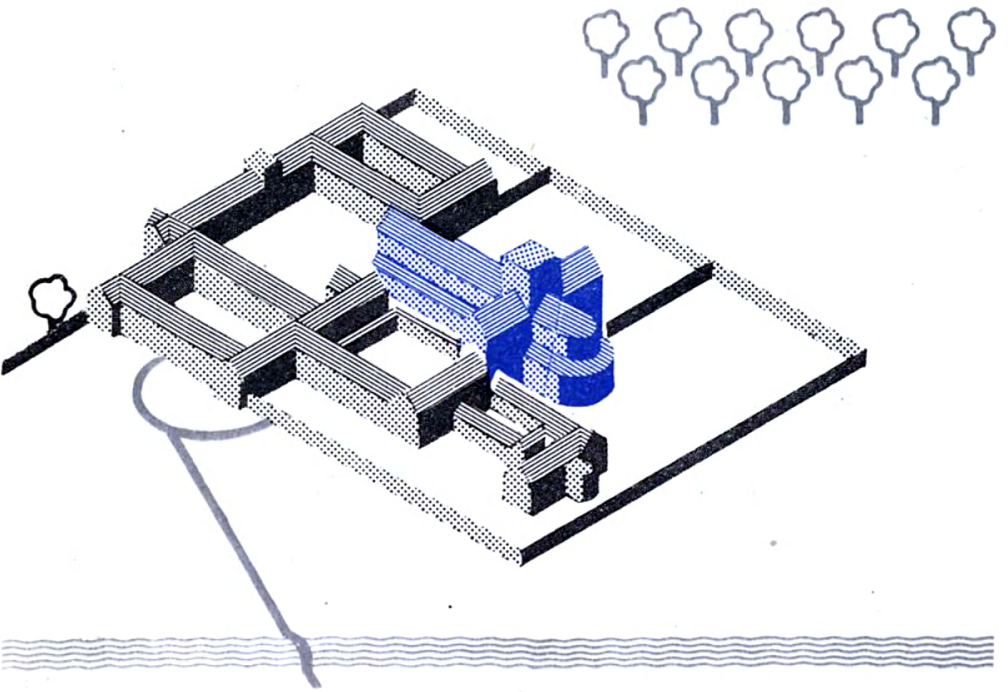
5
Put your fingers on the symbols which show the "tile libraries" of Sumer and the book libraries of medieval Europe.

Sumerian Temple





Medieval Monastery



Worship	Learning	Nursing	Burial	Producing Food	Crafts	Government

6
Put your finger on the symbols which represent the study of the stars, and the attempts to foretell the future by the stars.

7
Was a hospital attached to the Sumerian temple? To the monastery? What were the "magic" shells used for in the Sumerian temple hospital?

8
Did the priests of Sumer keep their beer and wine in the same sort of vessel as the monks of Europe did?

9
Both the temple and the monastery learned how to work in wood, leather and metal. Did the Sumerians use the same kind of metal as the medieval monks?

10
Were flax and wool woven into cloth more frequently by Sumerian priests or by medieval monks?

11
The Sumerian priests ruled the country. Which symbol shows their interest in overseas trading? In commerce and banking? In law courts? In war?

Chart 5

A City Five Hundred Years Ago

1
What does the black line stand for? What do the black circles stand for? Why do these lines and circles go round the town?

2
What is the big black patch?

3
What kinds of buildings are shown in red on this map?

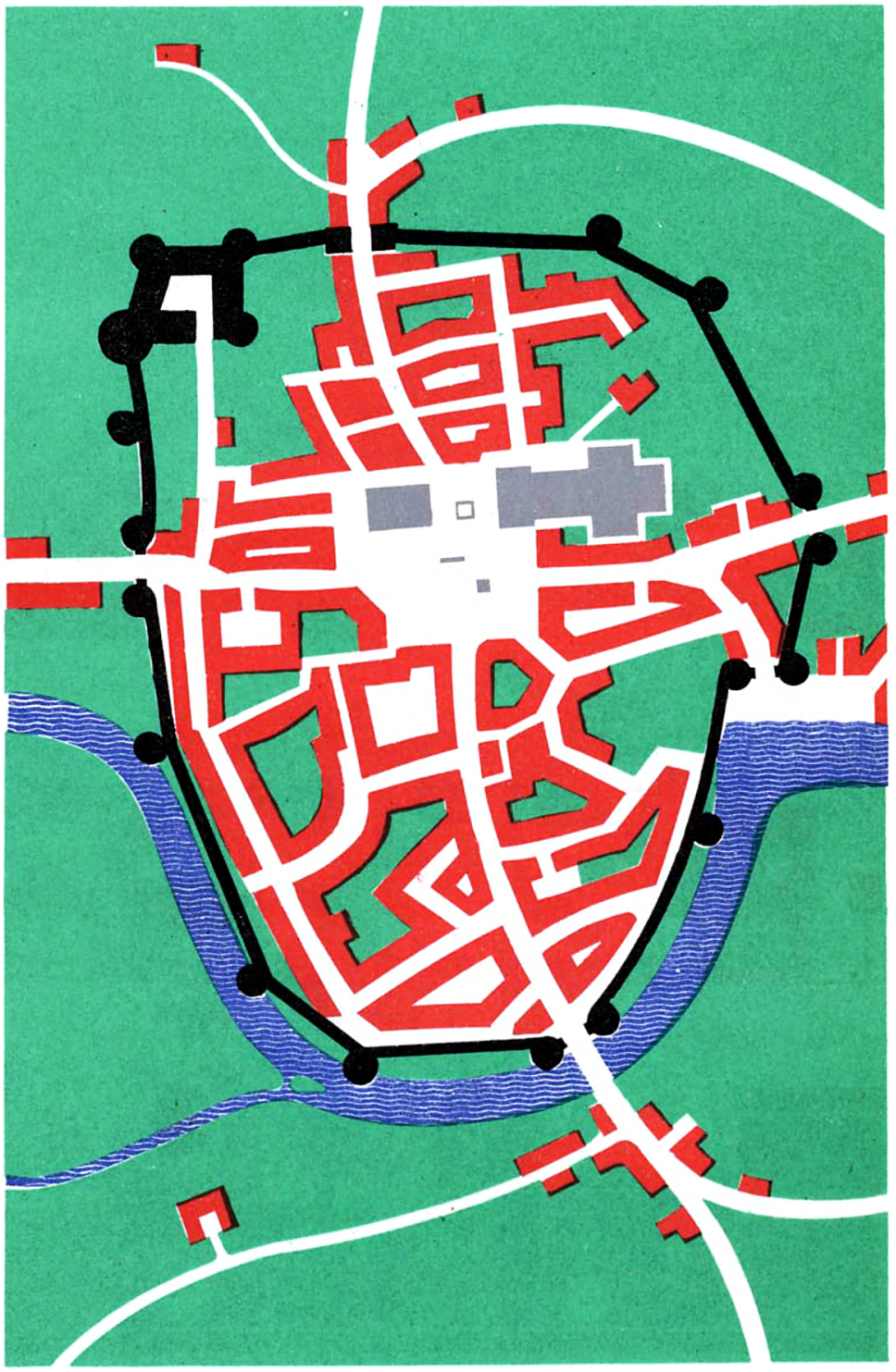
4
What is the open space in the centre of the town? Which buildings are in it or near it?

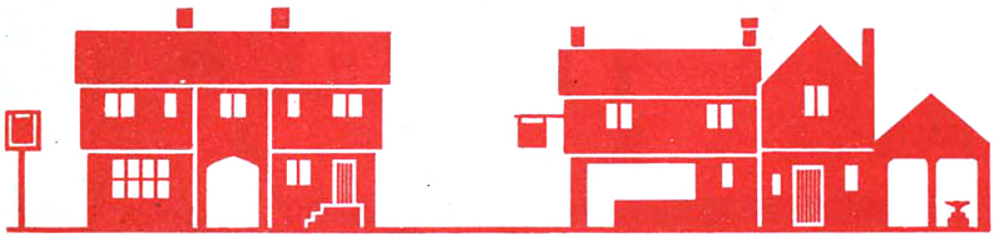
5
What do the green patches inside the black line stand for?

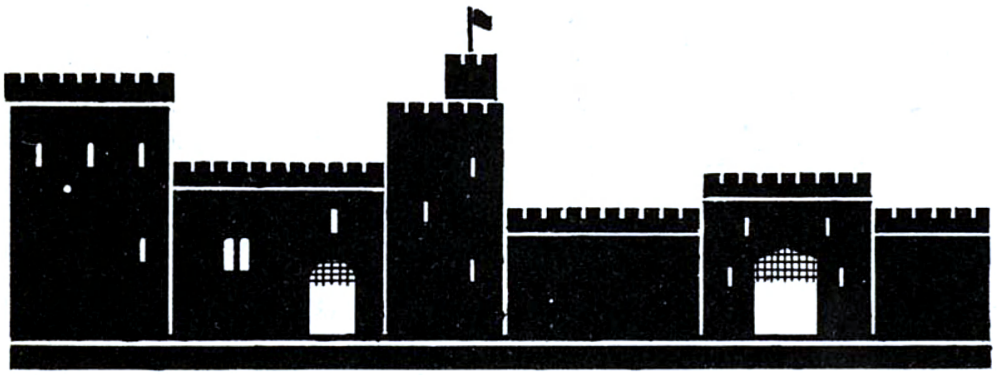
6
Do boats ever come along the river to the town?

7
What other use has the river for the townspeople?

8
Why is the castle not on the bank of the river?







9
Which is the biggest building?

10
What else stood in the market place?

11
What were these things used for?

12
Which is the bigger—the upper or the lower part of a house?

13
What are the wide open archways used for?

14
What are the steps in front of the inn used for?

15
How are the shops different from the ones you see today?

16
Which one is the blacksmith's shop?

17
Why are the castle windows so small and narrow?

Chart 6

Trades of a Town Five Hundred Years Ago

1
How is the boundary of the town shown? What does this stand for?

2
What colour is used to show the houses in this town?

3
Put your finger on a loaf of bread, a horseshoe, a piece of cloth, an anvil, a piece of pork, a spade, a chopper.

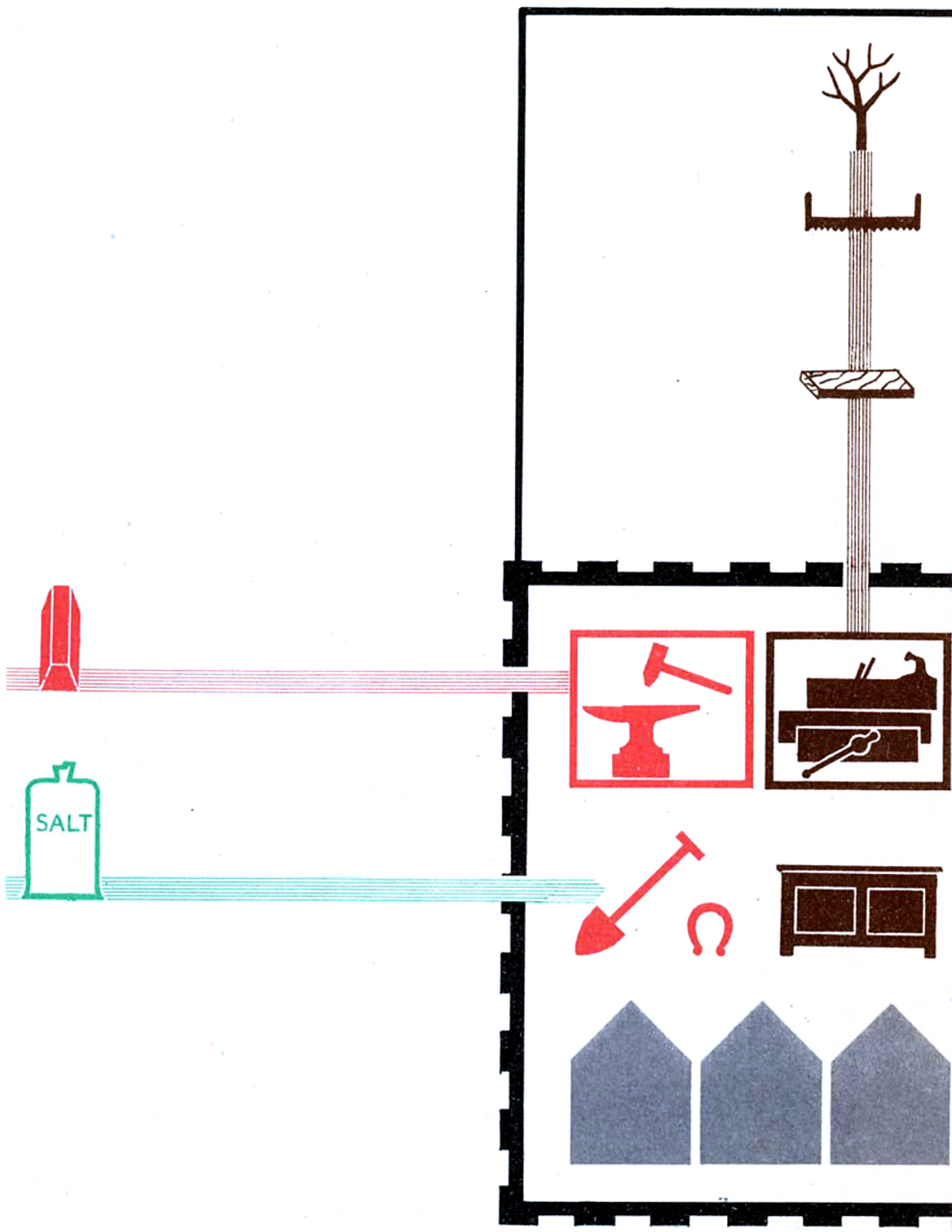
4
What animals are kept on land near to the town?

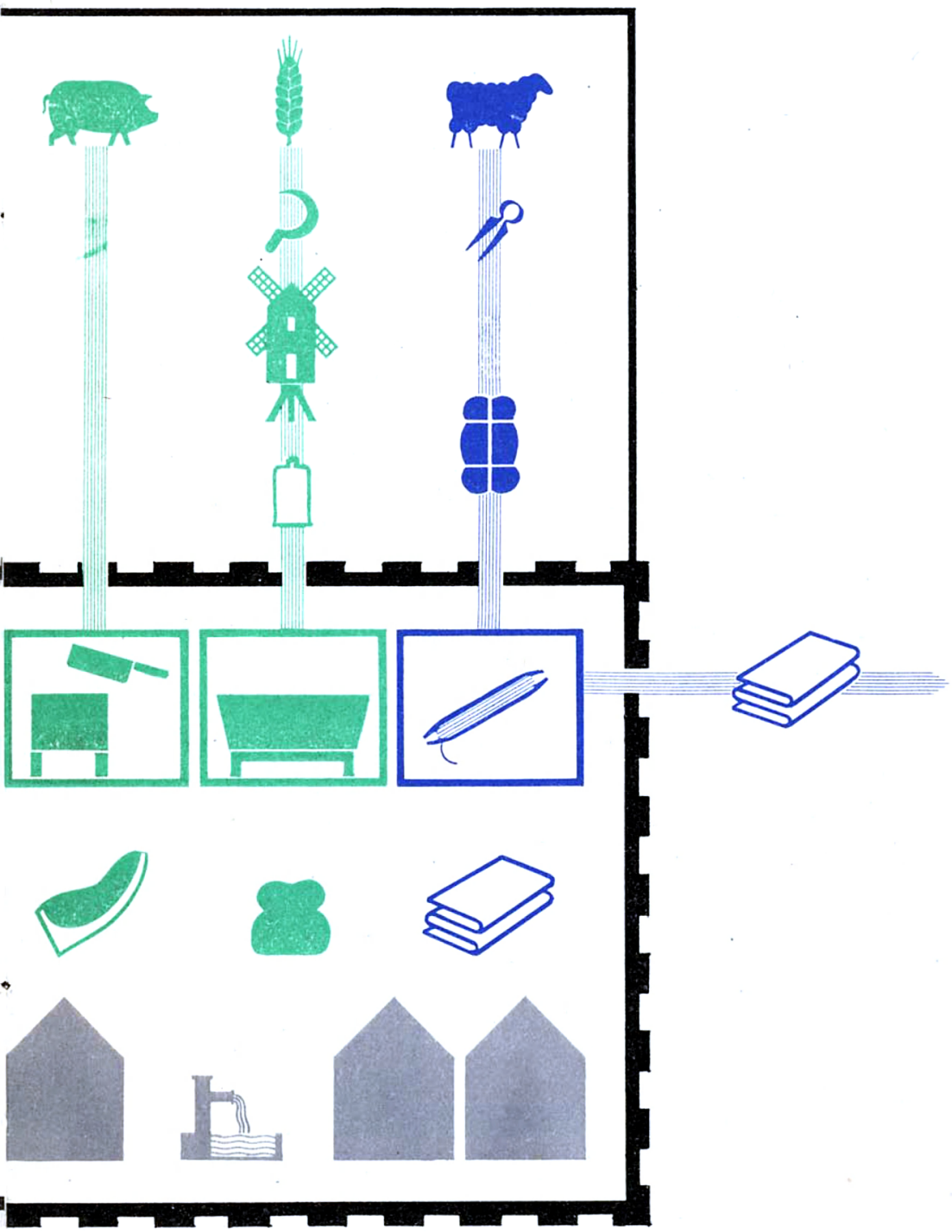
5
How do you know it is near to the town? (This land was called the town's *demesne*.)

6
What does the town receive from its demesne?

7
Where is the windmill?

8
Is the pig alive or dead when it reaches the town?





9
Which part of the sheep is sent into the town?

10
What happens to the wood before it reaches the town?

11
What happens to the wheat before it reaches the town?

12
Name the other goods that come into the town.

13
Do they come from near or far?

14
How many trades are shown in the town? What are these trades?

15
Which of the things that are made in the town are used by the townspeople themselves?

16
Which are used by the townspeople but also sent away to other places?

17
Which trade do you think the town might be important for?

Chart 7

Trades of a Town Today

1
How is the boundary of the town shown? Is this the same as the boundary of the town 500 years ago?

2
How has the boundary changed? Suggest reasons for this.

3
Are there more or fewer houses than in the town 500 years ago?

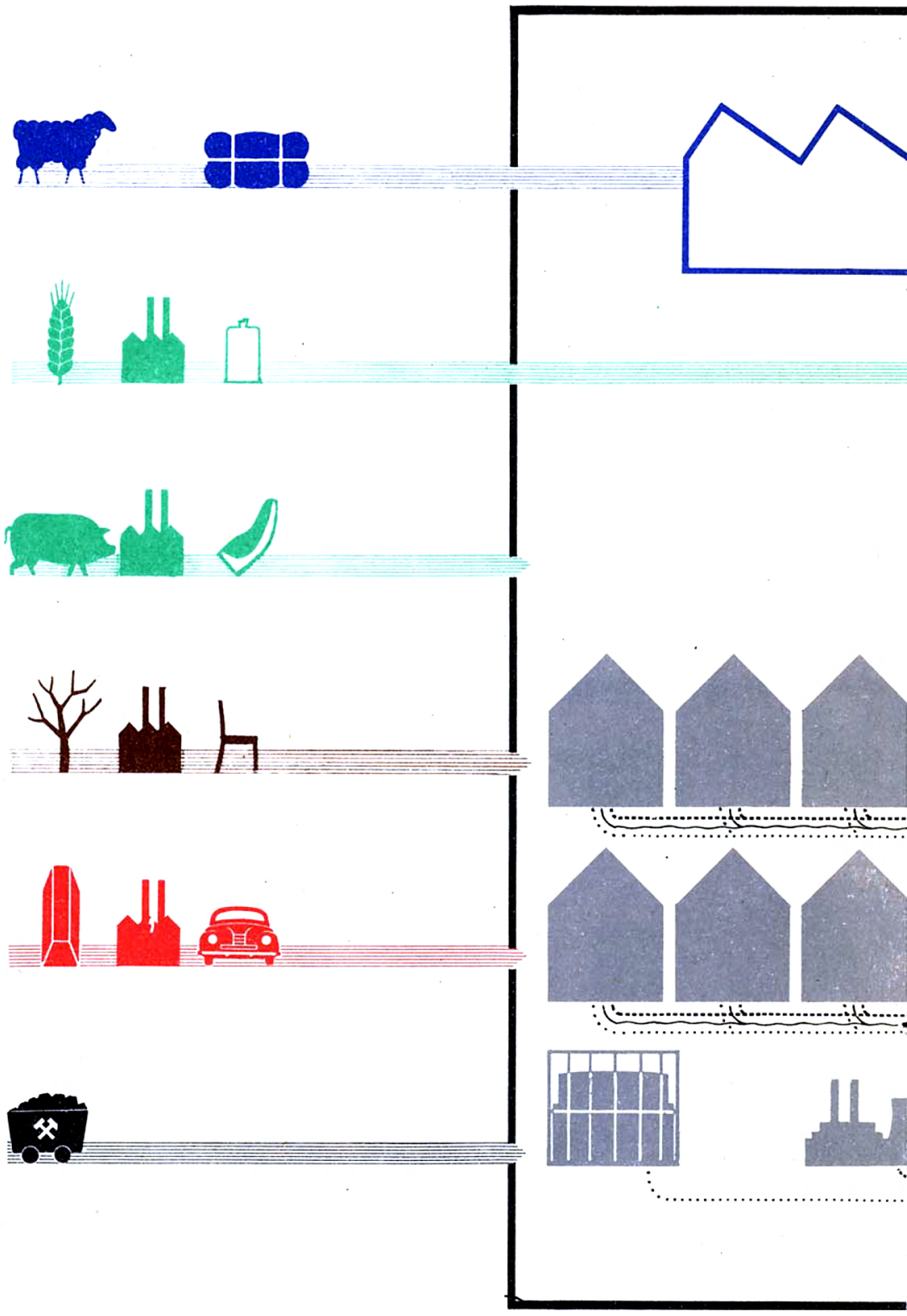
4
Put your finger on the gasholder, the power station, the water reservoir.

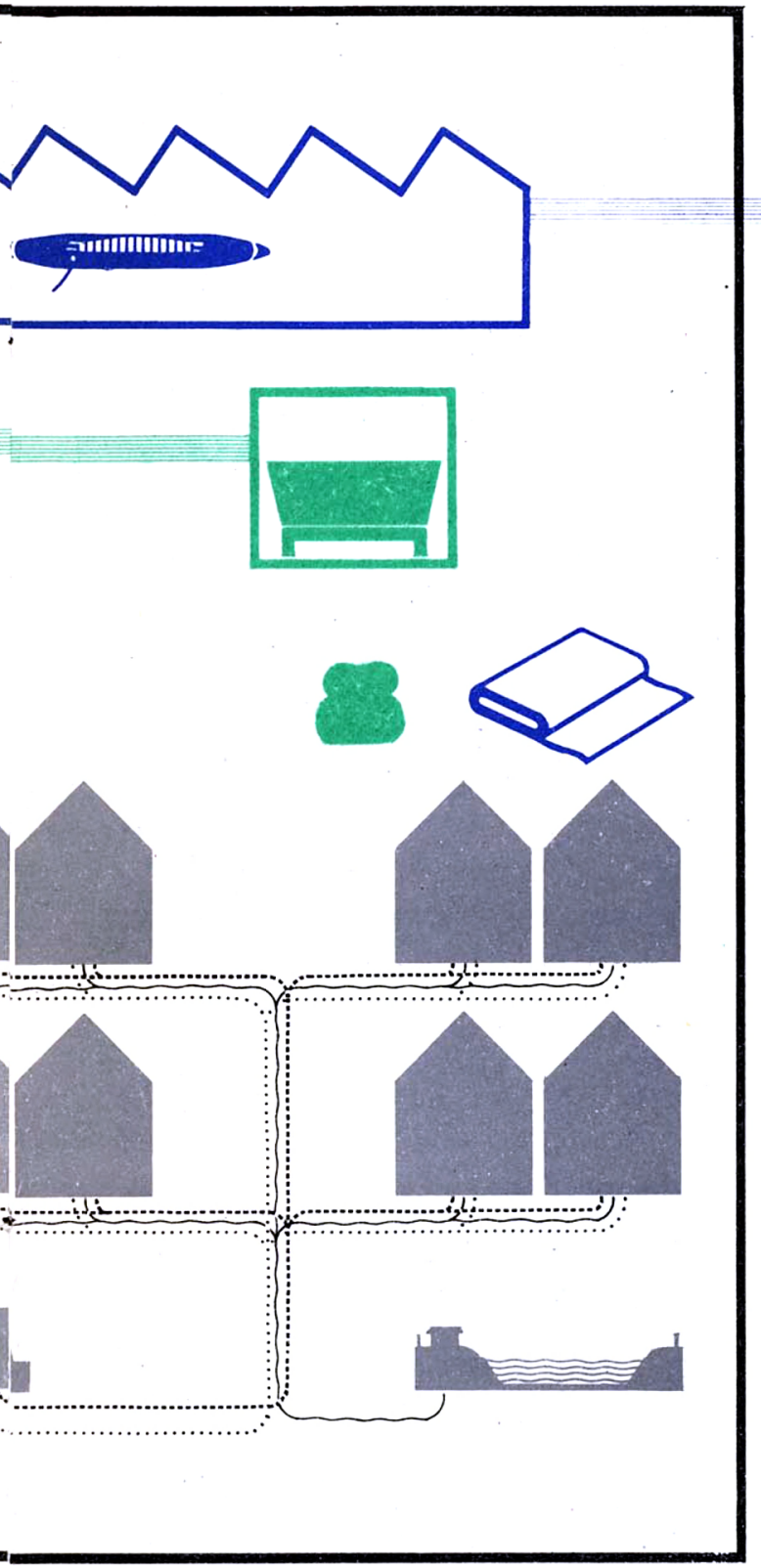
5
What comes into the town so that the gas and electric power can be provided?

6
Do the people have to fetch their water from wells or streams?

7
How many goods are shown? Name them.

8
Name one trade which has to do with animals which is no longer carried on in this town.





9
Name any other trades which were carried on in the town 500 years ago but are not found in the town today.

10
How many industries are shown being carried on in the town?

11
Were these carried on in the town 500 years ago?

12
Which of these industries enables the town to buy the things it needs from outside?

13
In which building is the cloth made?

14
Will many people work in this building?

15
Was cloth-making as important to the town 500 years ago as it is now?

16
How does the town pay for the goods coming into it?

Chart 8

The Great Roads of an Empire

This map should be compared with those in an atlas. The period shown is about A.D. 250.

1
What colour is used to show the land the Romans came from?

2
What colour is used to show the lands the Romans conquered?

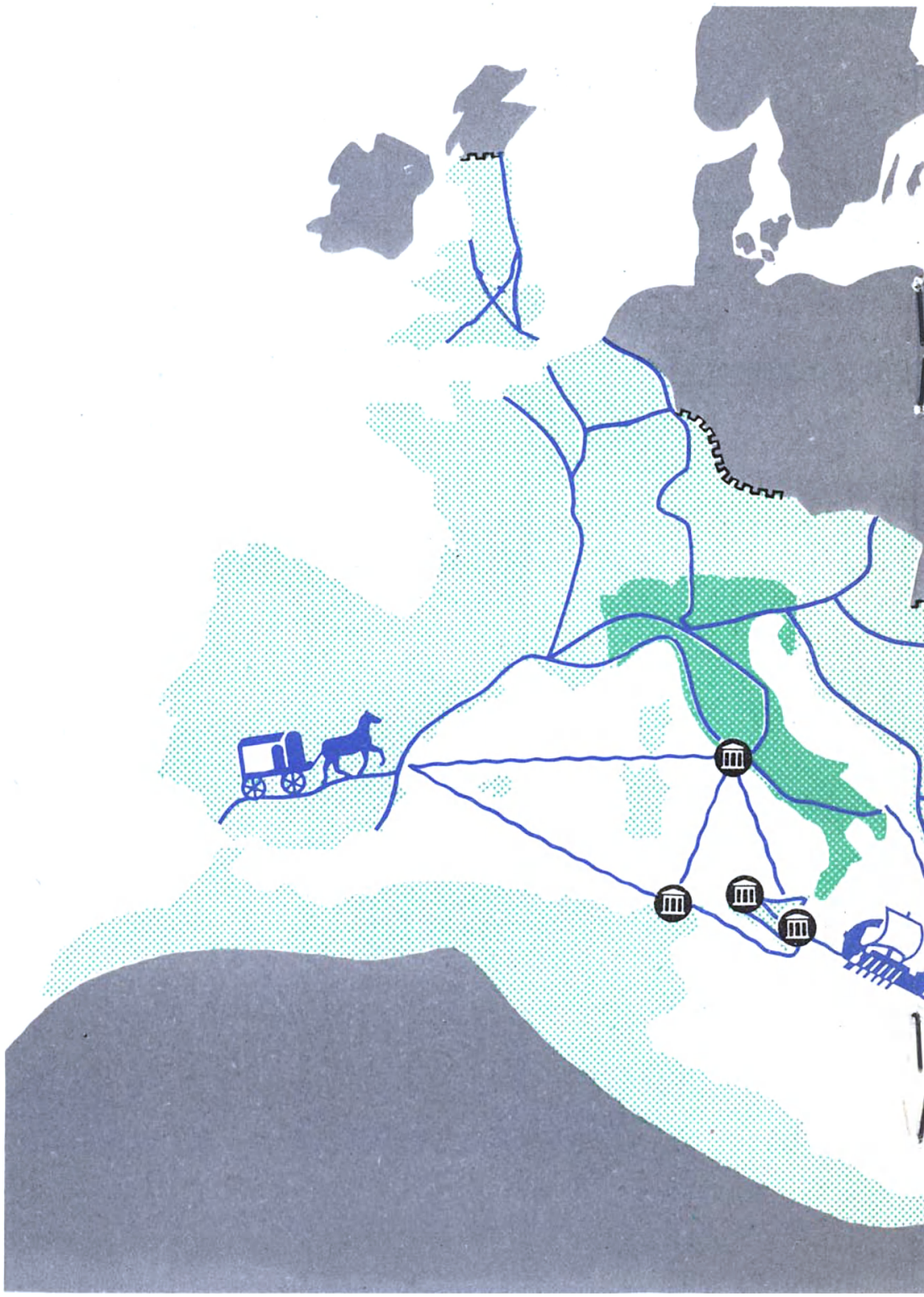
3
Name six modern countries which were part of the Roman Empire.

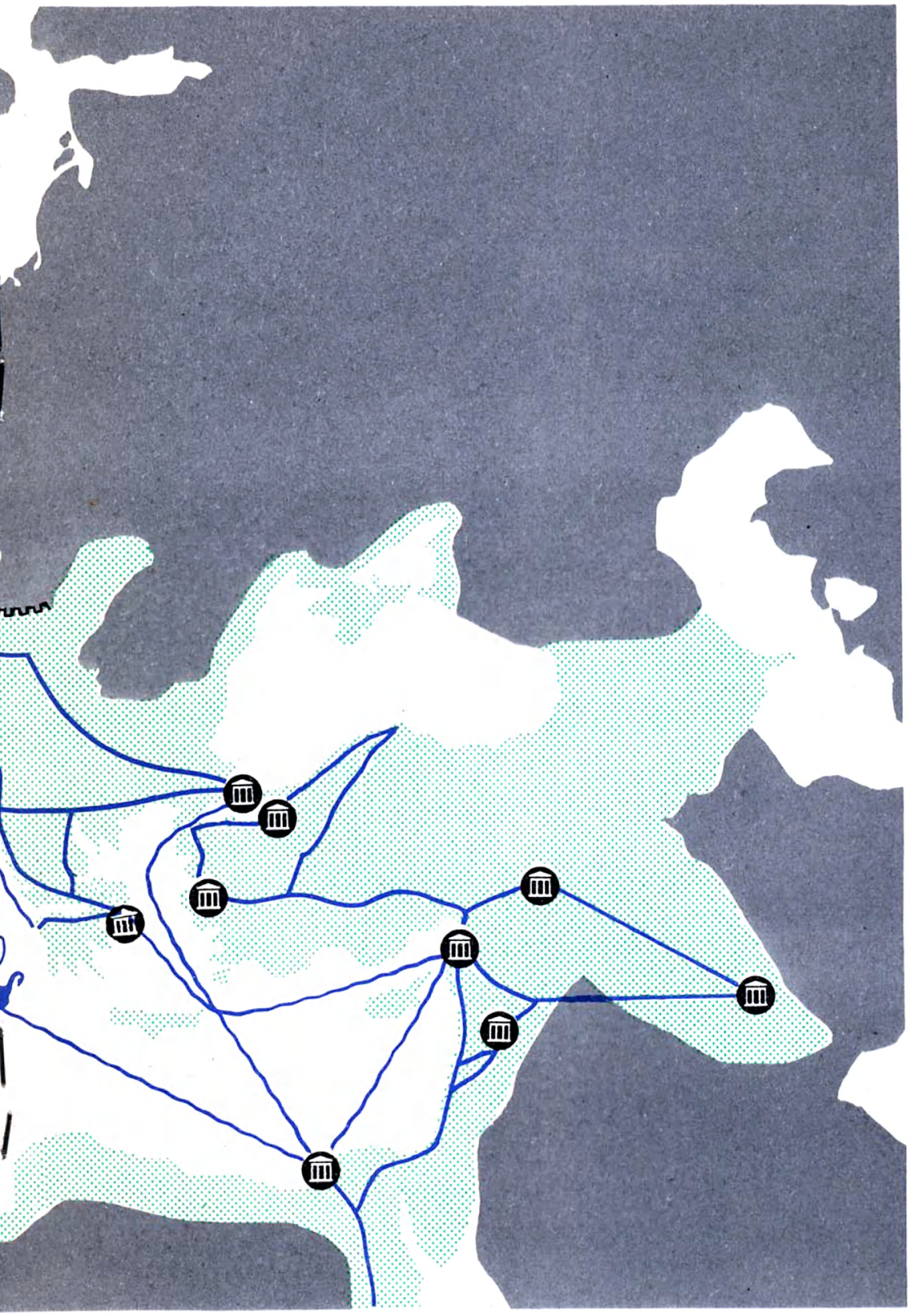
4
Name three towns shown here which are still important today.

5
In which three parts of the Roman Empire were towns found most closely together?

6
Did the Romans conquer large parts of Germany? Of Russia?

7
Did the Romans reach the Persian Gulf? Red Sea? Atlantic Ocean? Baltic Sea?





8
Why do you think the Romans did not get farther south into Africa? Can you think of any reasons why the Romans did not get farther north into Europe?

9
How many big defence walls did the Romans build?

10
Look at your atlas and try to decide why the big walls were built in the places where they are.

11
Did the Romans depend more on roads or on sea routes?

12
What kind of traffic do you think passed along the Roman roads?

13
Name some places to which the main Roman roads in Britain led.

14
How did the Romans make their ships move?

15
What goods do you think were carried from Egypt to Rome?

Chart 9

The Empire of the Arabs

1
What colour is used to show the Arabian Empire?

2
Name four modern countries which were part of the Arabian Empire.

3
Which of these countries had also been in the Roman Empire?

4
Which was the biggest town in the Arabian Empire?

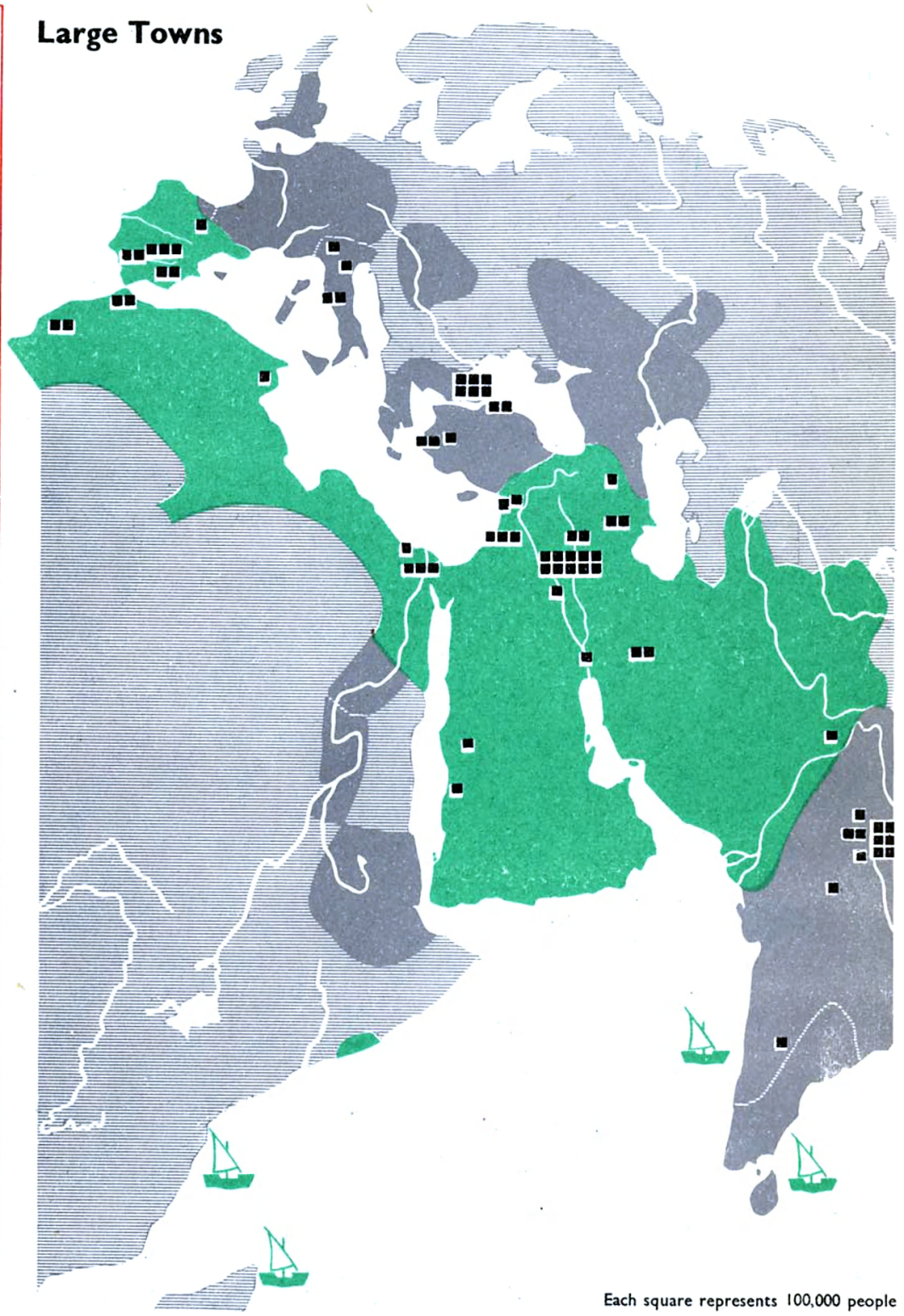
5
About how many people lived there?

6
Name two rivers near this town.

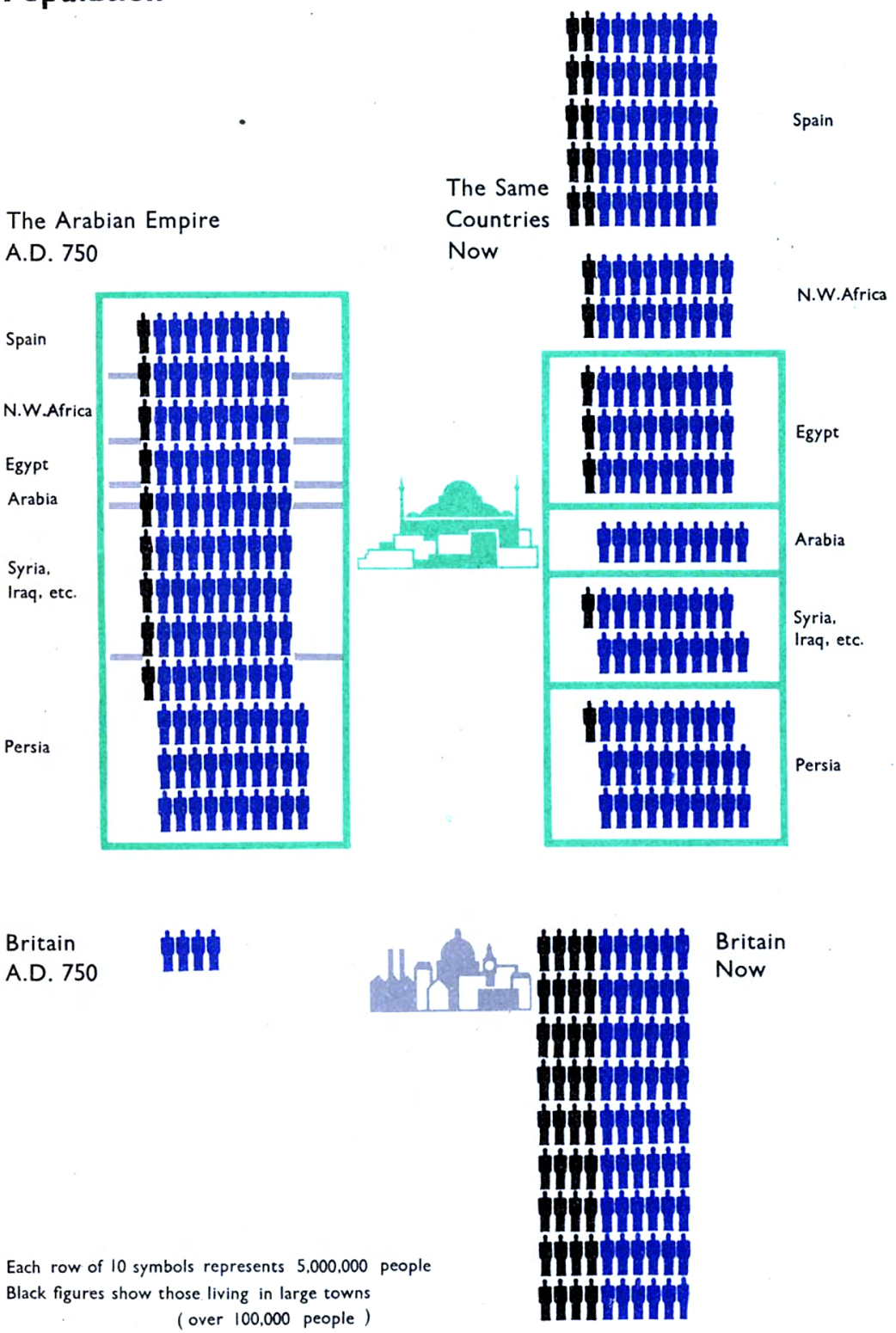
7
Where were the other big towns of the Empire?

8
Which were the two most important parts of the Empire?

9
In what parts of the world outside the Arabian Empire were there large towns in A.D. 750?



Population



10
Where did the Arabs sail to in their ships?

11
How were their ships different from the Roman ships?

12
Which countries have more people living in them today than in A.D. 750? Which countries have fewer people living in them now than in A.D. 750?

13
About how many people lived in the Arabian Empire? About how many of these people lived in large towns?

14
About how many people lived in Britain in A.D. 750? About how many people live in Britain now?

15
About how many people lived in Spain in A.D. 750? How many live there now?

16
Which has the greater number of people living in large towns, Britain or the modern Arabian countries?

Chart 10

Europe Becomes a Crowded Continent

The red portion of the top rectangle corresponds with the green area within Europe on Chart 9.

1
How many people were there in Europe in Roman times?

2
Look at Chart 9 and then say where most of the people lived—in the south, north, east or west of Europe?

3
Was more land used for crops or for woodland in Europe at the time of the Roman Empire? In which part of Europe was most of the woodland found?

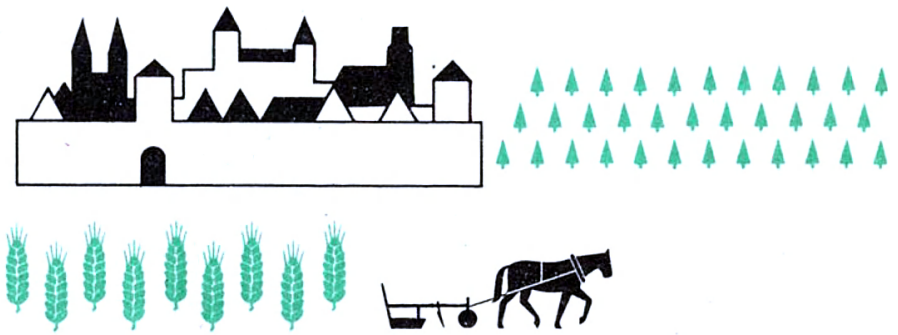
4
What kind of animal pulled the plough in the Roman period? In the Middle Ages?

5
How were these animals harnessed to the plough?

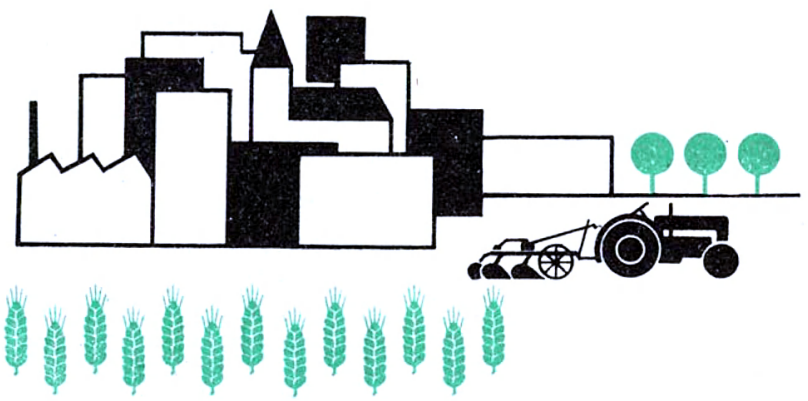
6
By how many millions had the population increased between Roman times and the Middle Ages?

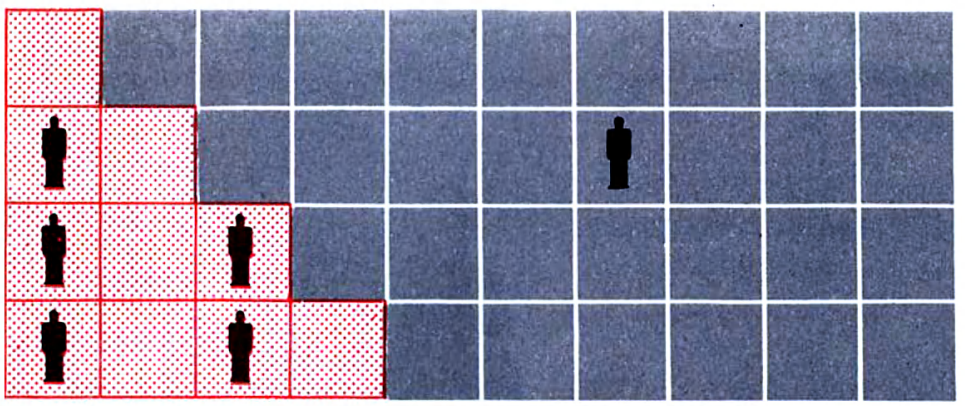
Roman Period

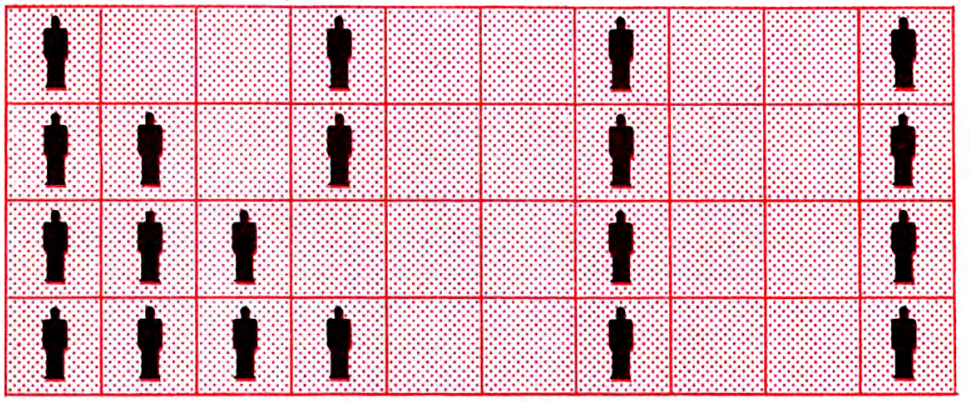
Middle Ages

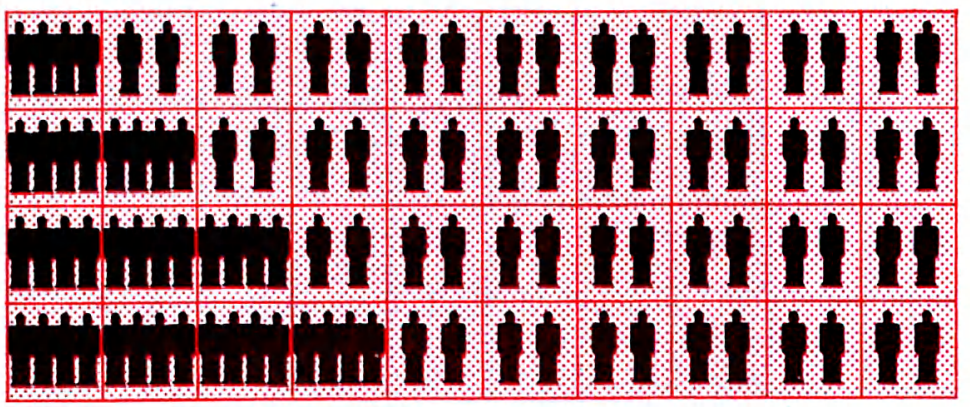


Now









Each symbol represents 5,000,000 people
Each square represents 100,000 square miles

7
Has the amount of woodland in Europe become bigger or smaller?

8
Has the population increased more since the Middle Ages than it did between Roman times and the Middle Ages?

9
What is Europe's population now?

10
Can you tell from the diagram of the town today whether the people have any occupation other than farming?

11
Is there more or less agriculture now than there used to be in Europe?

12
Are ploughs bigger or smaller? How many furrows will the modern plough shown make?

13
What has happened to the woodland in Europe today?

14
Where are there most people today —in the countries of the old Roman Empire or in the rest of Europe?

Chart 11

Great Happenings in Britain

1
What does green stand for?

2
For about how long did the Romans rule Britain?

3
How soon after they left Britain did their empire die out?

4
Was their empire built up more slowly or more quickly than it was broken down?

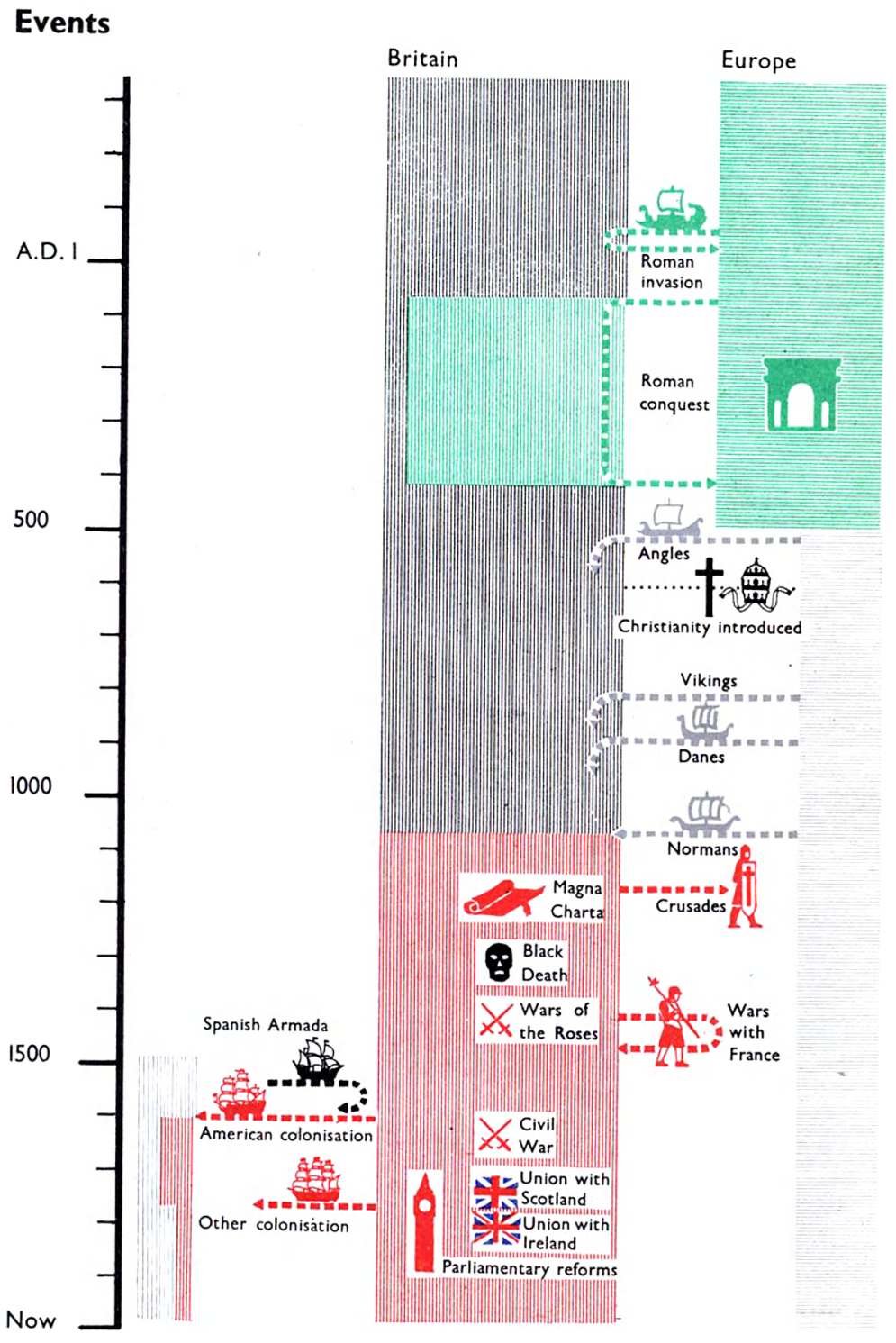
5
How many times has Britain been invaded since?

6
Who carried out these invasions?

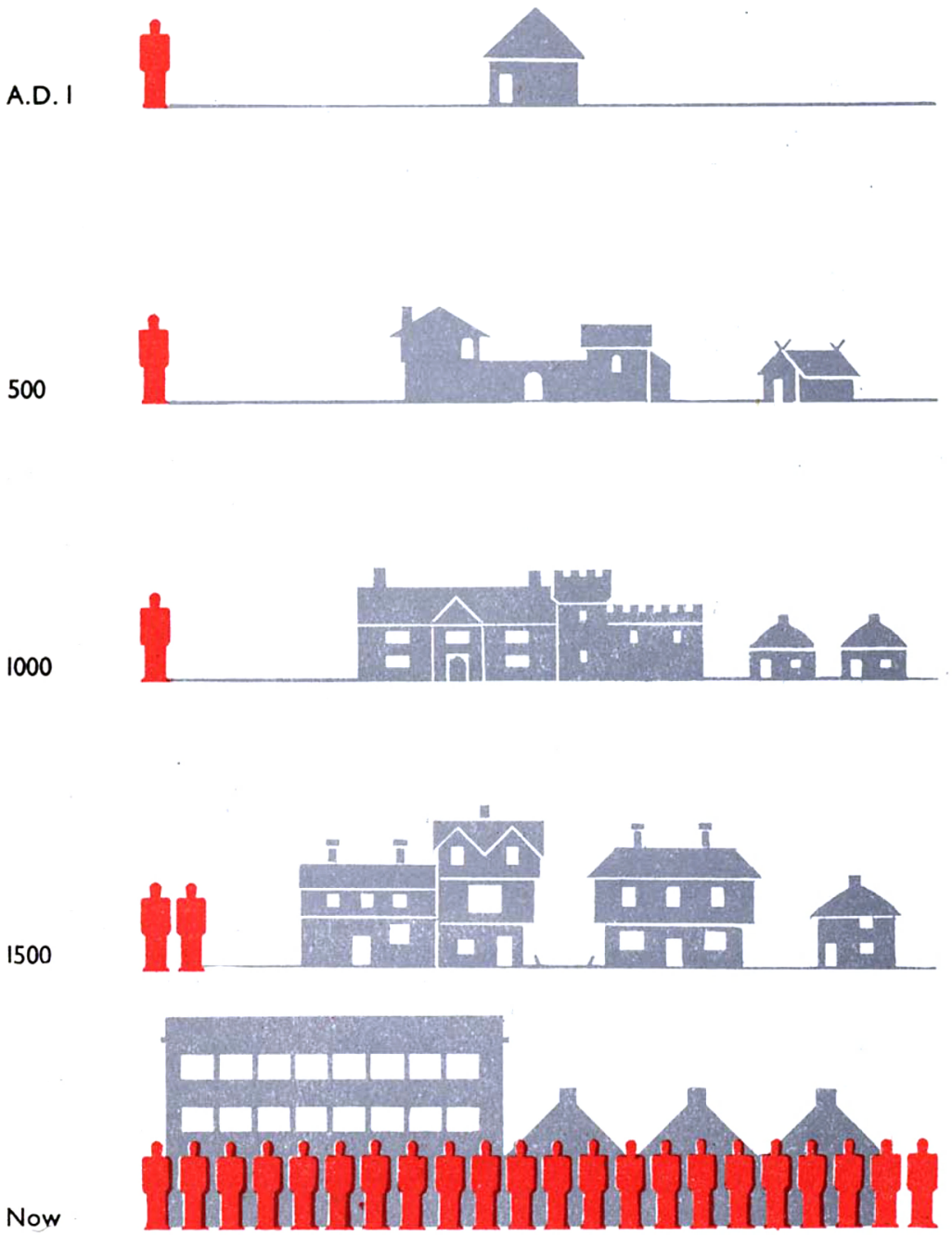
7
Which was the last invasion?

8
How many people were there in Britain then?

9
Look at earlier charts and say what kind of life the people were leading at the time of the Black Death.



Population



Each symbol represents 2,000,000 people

10
Give two reasons for thinking that Britain has become more important since those times.

11
What was happening in Britain in the Middle Ages?

12
When did Britain begin to colonize parts of America?

13
When did Britain lose some of her American colonies?

14
Which country did those colonies become a part of?

15
Which countries on the American continent are still part of the British Commonwealth?

16
How many more people are there in Britain now than there were five hundred years ago?

17
Can you think of any reasons that help to explain this great growth in population?

Chart 12

The Trade of Britain Grows

1
What colour stands for land? What colour stands for sea?

2
Name the countries and the seas which are shown.

3
Which animal was very important in Britain in the 15th century, and what was it used for?

4
Where was wool spun and woven in the 15th century? In the 16th century?

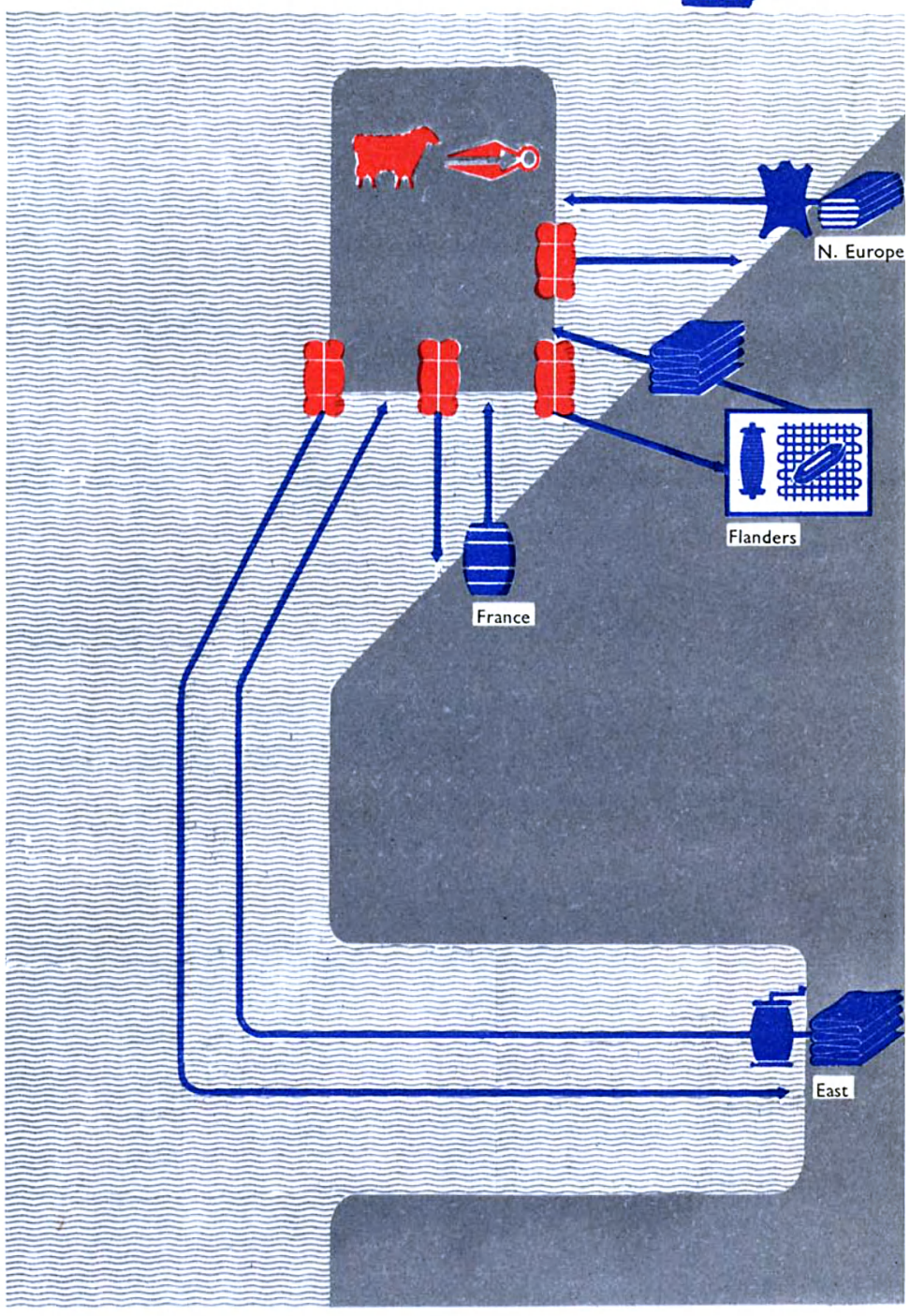
5
Was anything else spun and woven in the 16th century?

6
Where did this come from?

7
Name an industry that died in Flanders in the 16th century.

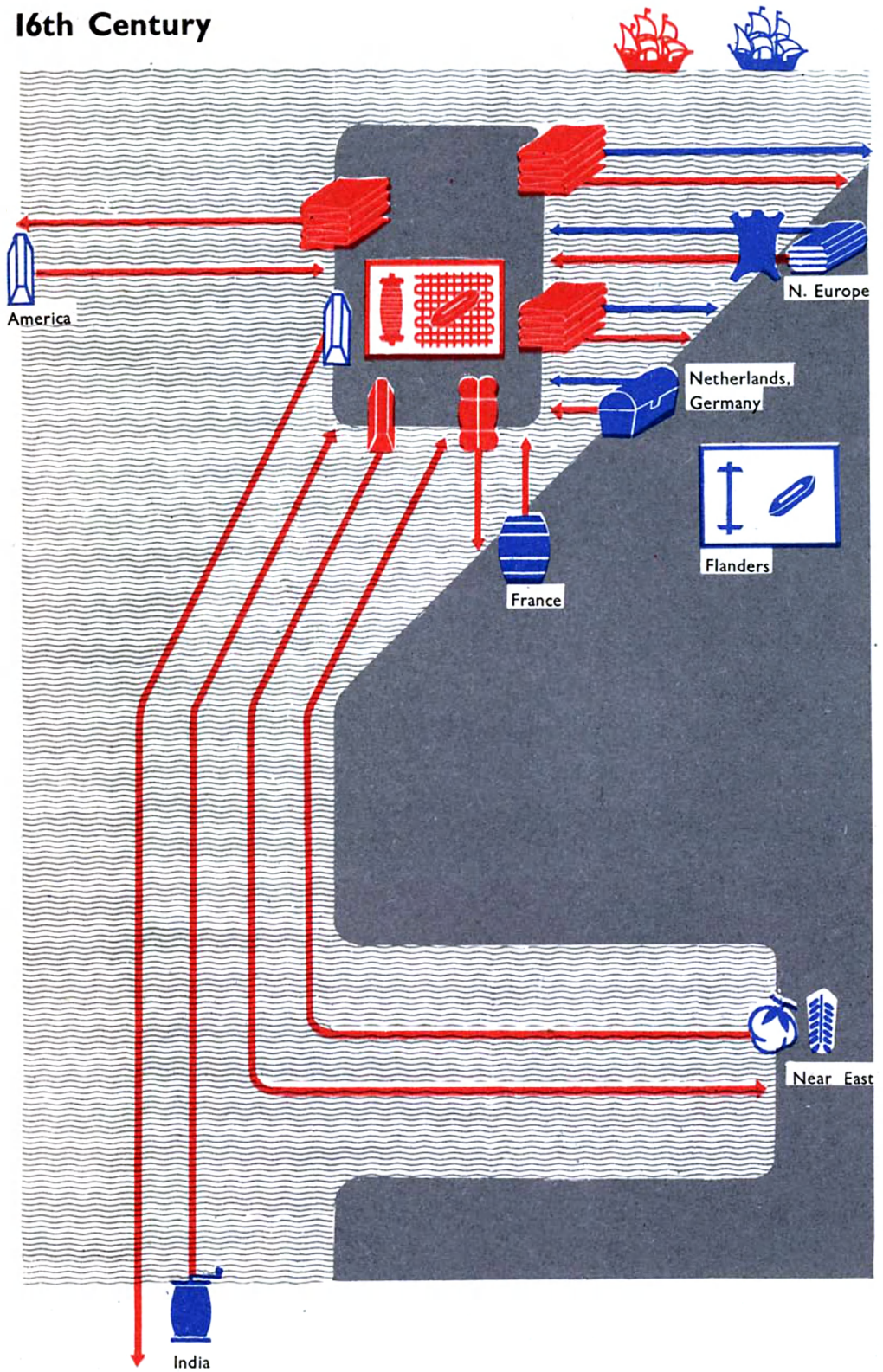
8
From which country did wine come in the 15th century? From which in the 16th century?

15th Century



British ships and products are shown in red, others in blue

16th Century



9
From which region did hides and timber come in the 15th century? In the 16th century?

10
Put your finger on the symbol showing the spices which came from the east. By what route did they come in the 15th century? In the 16th century?

11
Name the new countries Britain is trading with in the 16th century.

12
Were British or foreign ships carrying most goods in the 16th century? In the 15th century?

13
How have the ships changed from the 15th to the 16th century?

14
How was Britain paying for the goods she had from other countries in the 15th century? In the 16th century?

15
Put your finger on the symbol which shows valuable Flemish exports such as brass and copper wares.

Chart 13

The Story of London

1
What does the red on the maps stand for? The blue? The green?

2
How are the roads shown?

3
What is the black line?

4
On which side of the river was Roman London built?

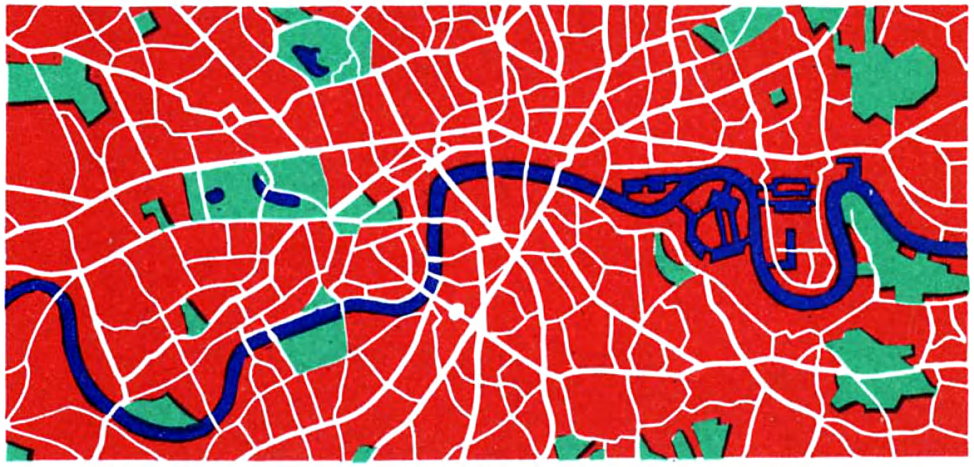
5
How many people lived in London in Roman times?

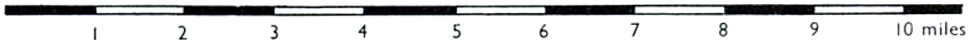
6
How many more people were there in Tudor than in Roman times?

7
Where were the new houses of Tudor times built, and on which side of the river were most of London's houses then found?

8
Why have houses in Tudor times been built at only one place on the other side of the river?

9
Were there more or fewer roads in Tudor times than in Roman times?

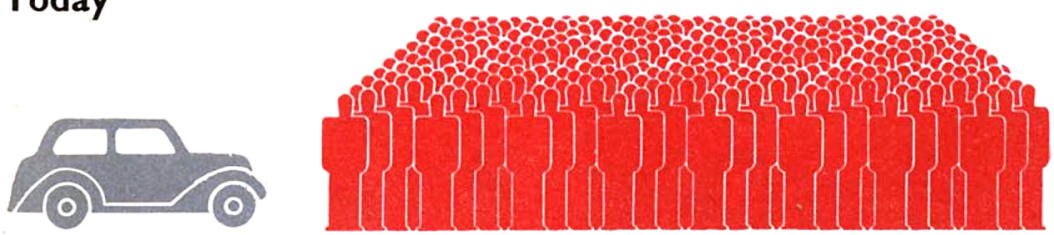




Roman Period

Tudor Period

Today



Each symbol represents 10,000 people

10
How do the people move about on the roads in Tudor times?

11
How did the Romans move about on their roads?

12
What change in the way of harnessing a horse is there between Roman and Tudor times?

13
During which years has London grown most quickly?

14
What are the small patches of green amongst the houses and buildings in present-day London?

15
What are the patches of blue on the right-hand side of the plan in present-day London? What does this tell you about London?

16
Put your finger on any roads in present-day London which were there in Roman times.

Chart 14

Two Great Cities of East and West

Look at the plan of Peiping first.

1
Which country is Peiping in?

2
What shape was the city when it was first built?

3
How was it divided by the roads inside it?

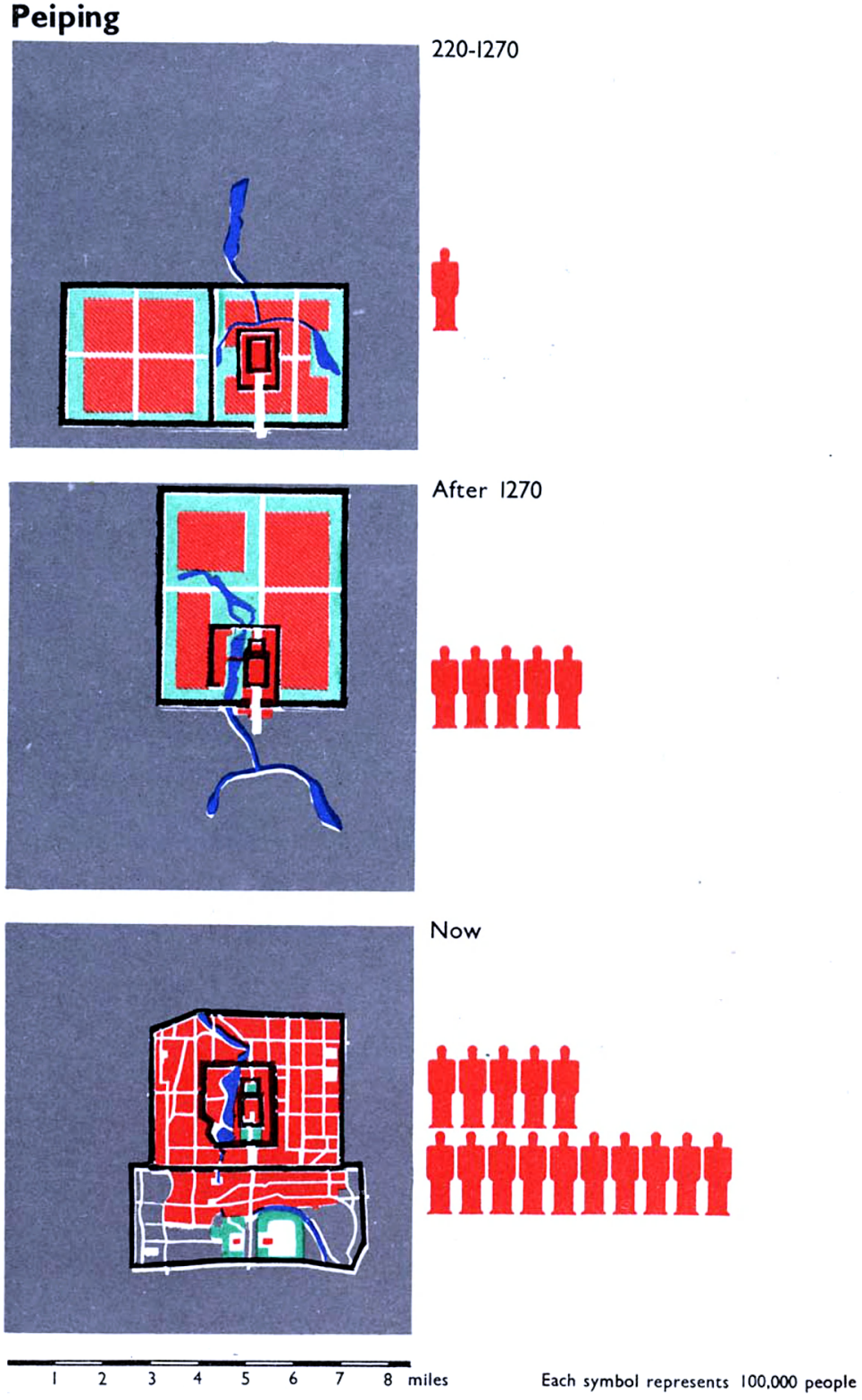
4
How many people lived in Peiping in A.D. 200?

5
How is the Emperor's palace shown on the map?

6
Were there gardens inside the city?

7
Was the city still in the same place in A.D. 1270? Was it still the same shape then?

8
Did an Emperor still live in the city? Has the city grown very much in size since A.D. 1270?

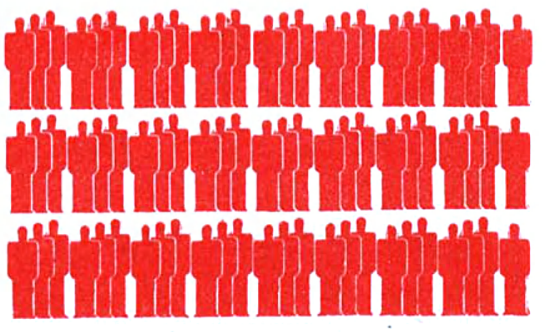


New York

1770

1820

Now



1 2 3 4 5 6 7 8 miles

9
How many people live in it now?

10
Do they live in more crowded conditions than they did in A.D. 1270?

Now look at the plan of New York.

11
Where were the first houses built?

12
How did the city start to spread?

13
About how many people live in New York today?

14
Is this more than live in London?

15
Do you think New York City is in a good place for a port?

16
Which was the last to be built, London, Peiping or New York?

17
Look at Chart 12 and suggest a reason for this.

Chart 15

Work, Play and Sleep

1
One man in the first picture does not live in the house. Which is he?

2
How many rooms are there in the house? Where does the family sleep at night?

3
What is the woman doing? What are the men doing?

4
Does the child in the first picture have to do anything?

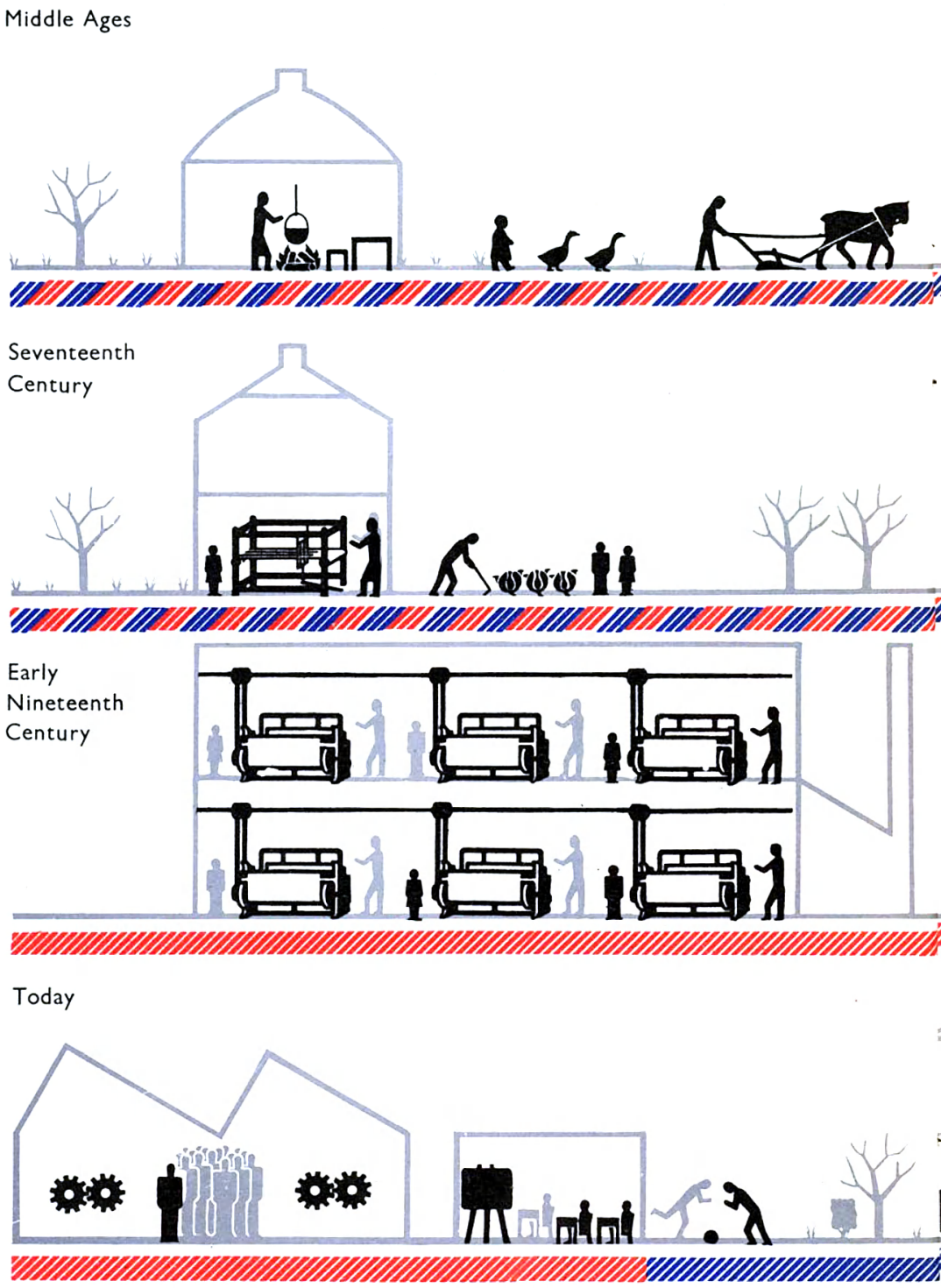
5
How has the house in the second picture been made bigger?

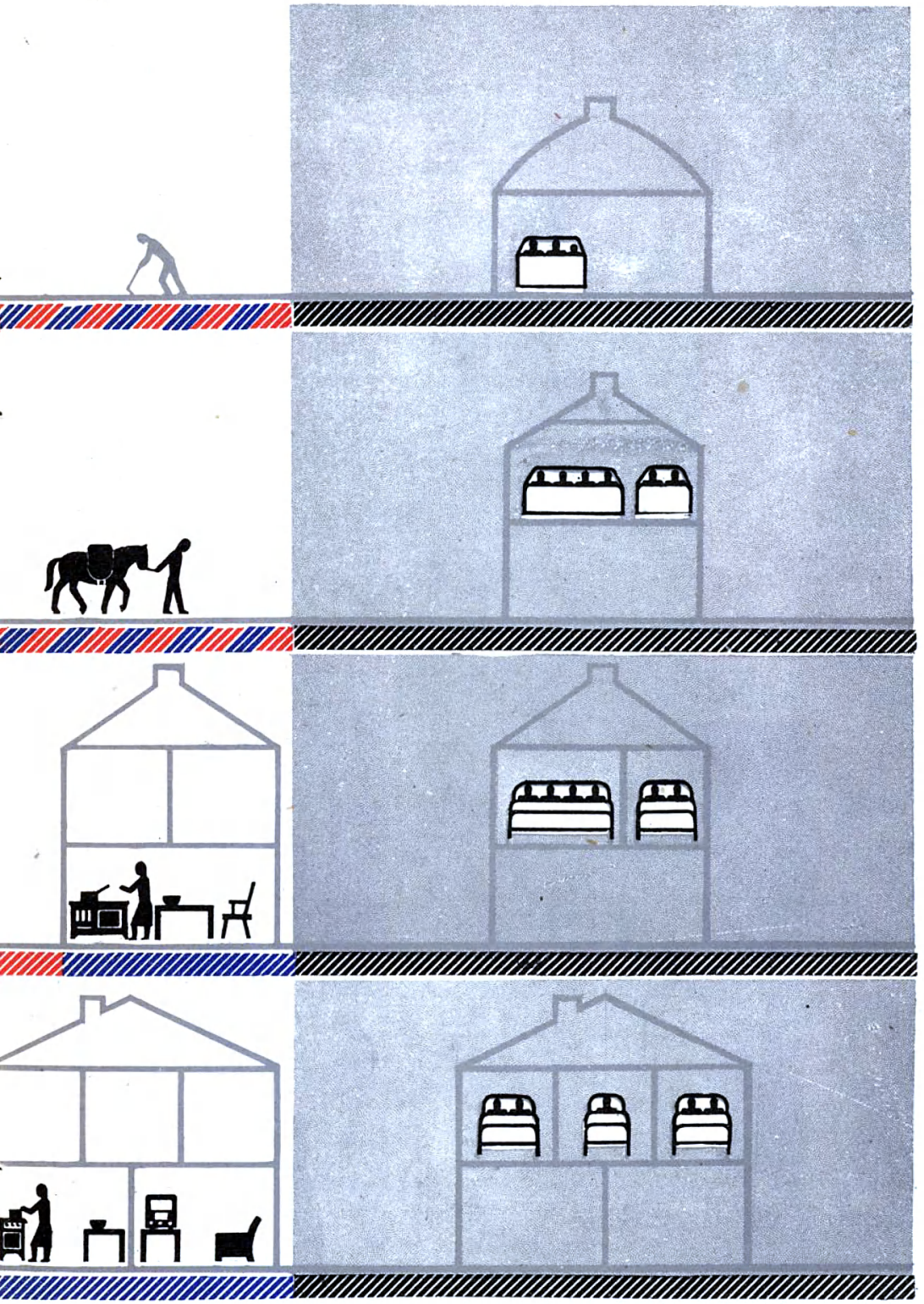
6
What is the man using the horse for?

7
Has the man a garden to work in?

8
What is the woman doing in the second picture?

9
What is the big building in the third picture? Who is working inside it?





10
Do they have to work for a long or a short time?

11
Where do the children work in the fourth picture?

12
Do the children do anything else except work?

13
Who works in the factory in the fourth picture?

14
Do they work as long as the people in the other factory?

15
How many rooms are there in the house in the fourth picture?

16
Red stands for the time the men spend working, blue for their leisure time, and black for sleeping time. Why are red and blue shadings mixed in lines 1 and 2, but separated in lines 3 and 4?

17
Describe the sleeping arrangements during each of the four periods.

Chart 16

Rich Man, Poor Man

1
On which other charts are houses like these two shown?

2
To whom does the big house belong? To whom the small?

3
When did the rich begin to have glass in the windows of their houses?

4
How long did the rich have glass windows before the poor had them?

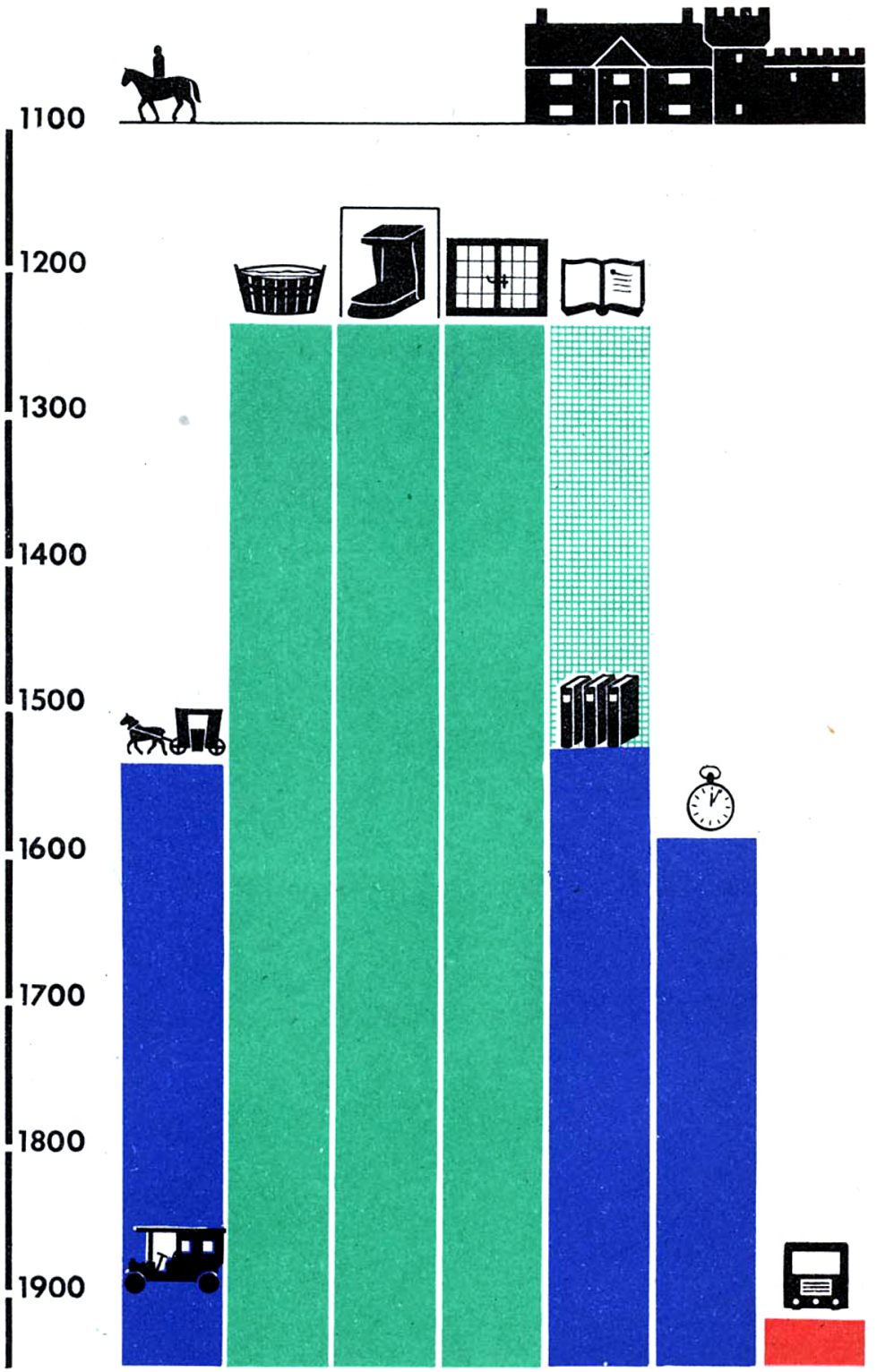
5
At what date did the rich have a bath in their houses? A bedroom in their houses?

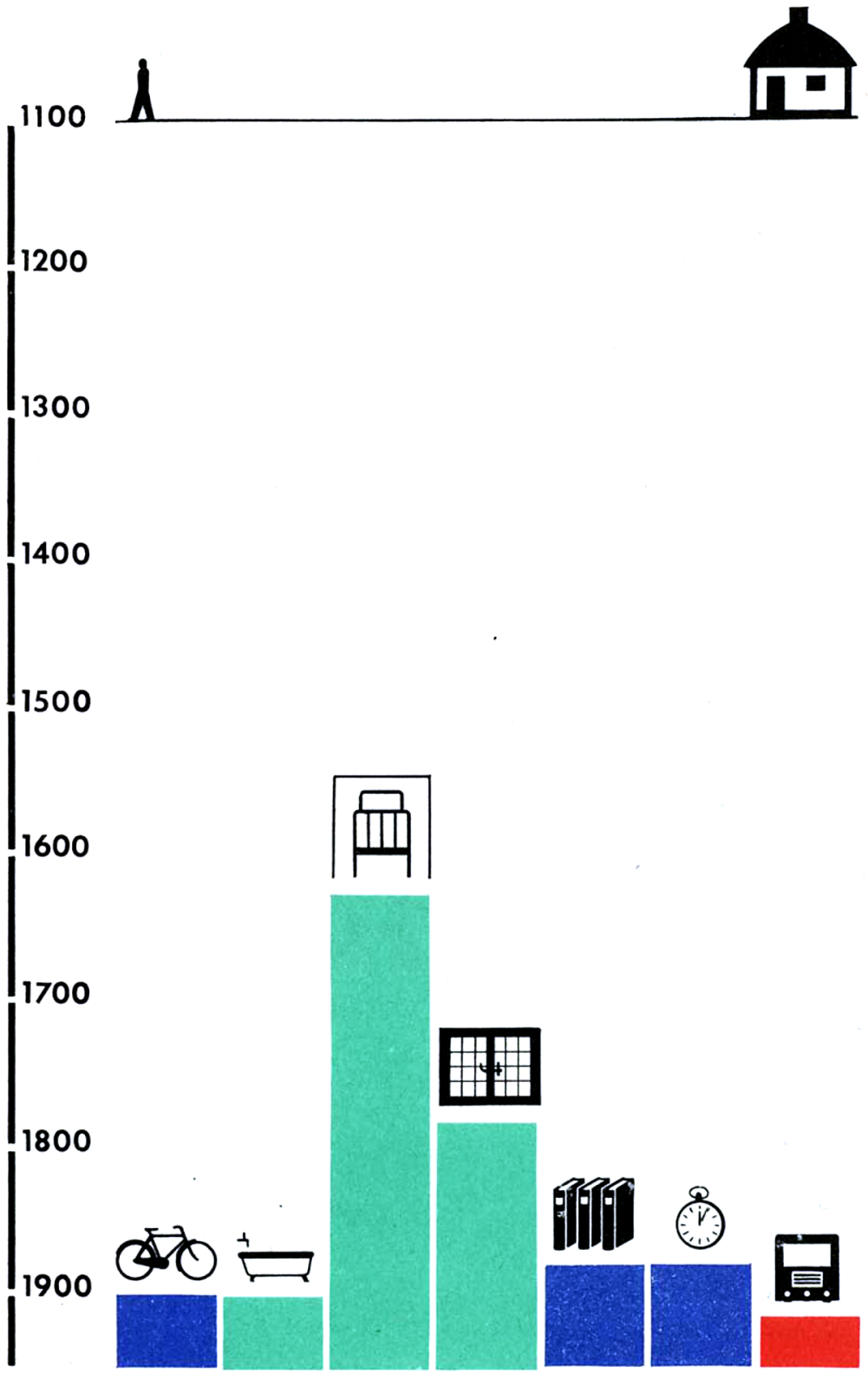
6
When were books first printed?

7
How were books made before printing was invented?

8
In which other chart can you see a carriage like the one shown?

9
When were watches first used by the rich? Did poor people have watches in 1700?





10
Which are the most recent inventions used by the rich? Do the poor have these as well?

11
How long have poor people had baths in their houses?

12
How many years longer than this have rich people had baths in their houses?

13
Name things which rich people had in 1600 but poor people still had not in 1800.

14
Name something that poor people began to get during the seventeenth century.

15
Name three things that rich people have today and poor people usually have not.

Chart 17

Young and Old

1
What colour stands for old people? For young people? For the rest of the people?

2
When were there most young people in every 50? Most old people?

3
Which age-group was the biggest in 1820? Which two age-groups were the smallest in 1820?

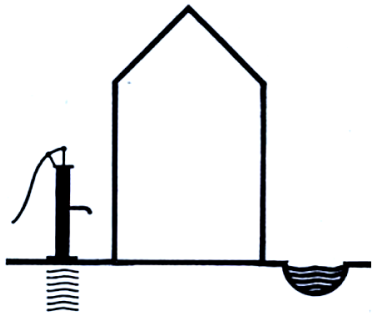
4
Which two age-groups were the biggest in 1940?

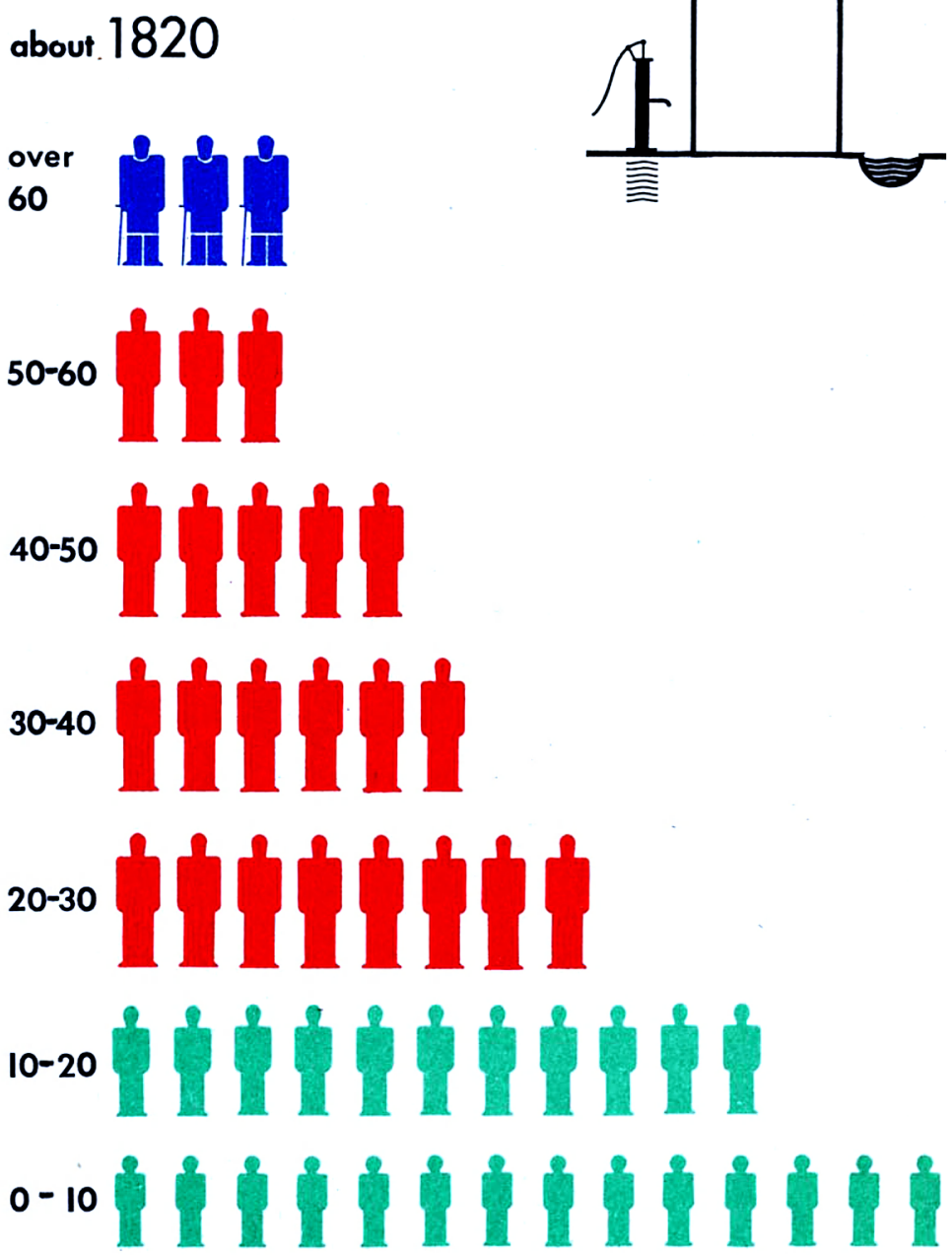
5
How is it that there are more people aged 10–20 than aged 0–10 in 1940?

6
How many old people are there in every hundred in 1940? In 1820?

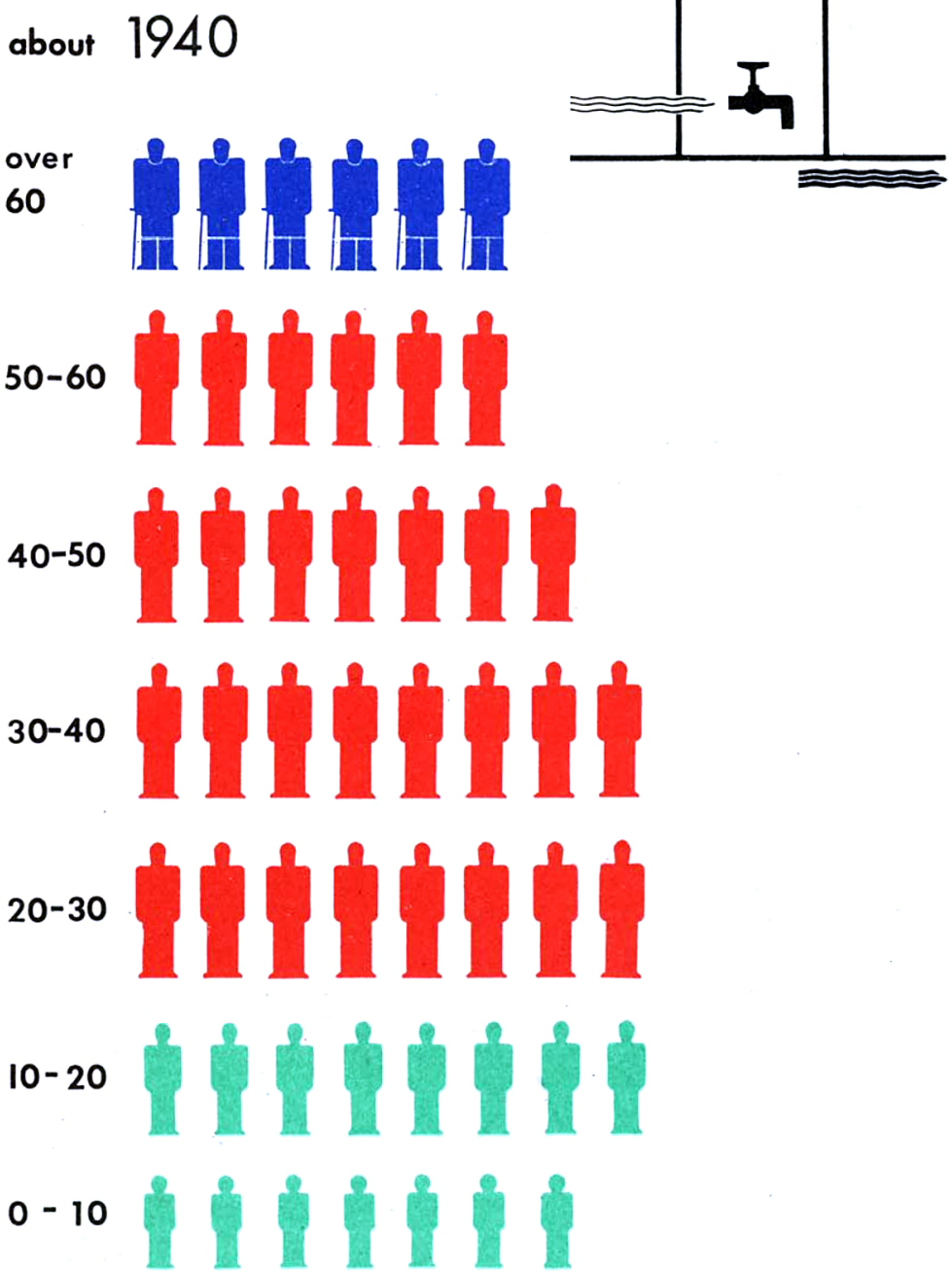
7
How many children below the age of 10 were there in every hundred of the population in 1820? In 1940?

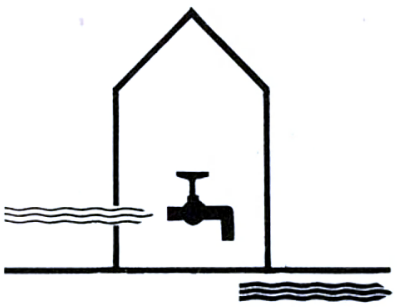
8
Do you think a child born in 1820 would have one chance in two of reaching the age of 60?





Each symbol represents 2 per cent of the population





9
Do you think a child born in 1940 would have one chance in two of reaching the age of 60?

10
If those older than 60 and younger than 14 do not work, how many non-workers does every worker support in 1820? In 1940?

11
What is the ratio of the number of men aged between 30 and 40 to those men older than 60, in 1820? In 1940?

12
If you put people in order of age, the oldest at one end and the youngest at the other, how old would the middle one be in 1820? In 1940?

13
The little picture on the left shows a cesspool and a pump. Could dirty water seep through from the cesspool to the pump?

14
How do people get water in 1940?

15
Is it always clean?

Chart 18

Getting and Using Coal

1
What does the grey colour with white dots stand for?

2
What do you think the wavy blue line stands for? What is in the bucket coloured blue in line 3?

3
About when did coal-mining begin? How did the men get at the coal in those days? How did they take it away from the mine?

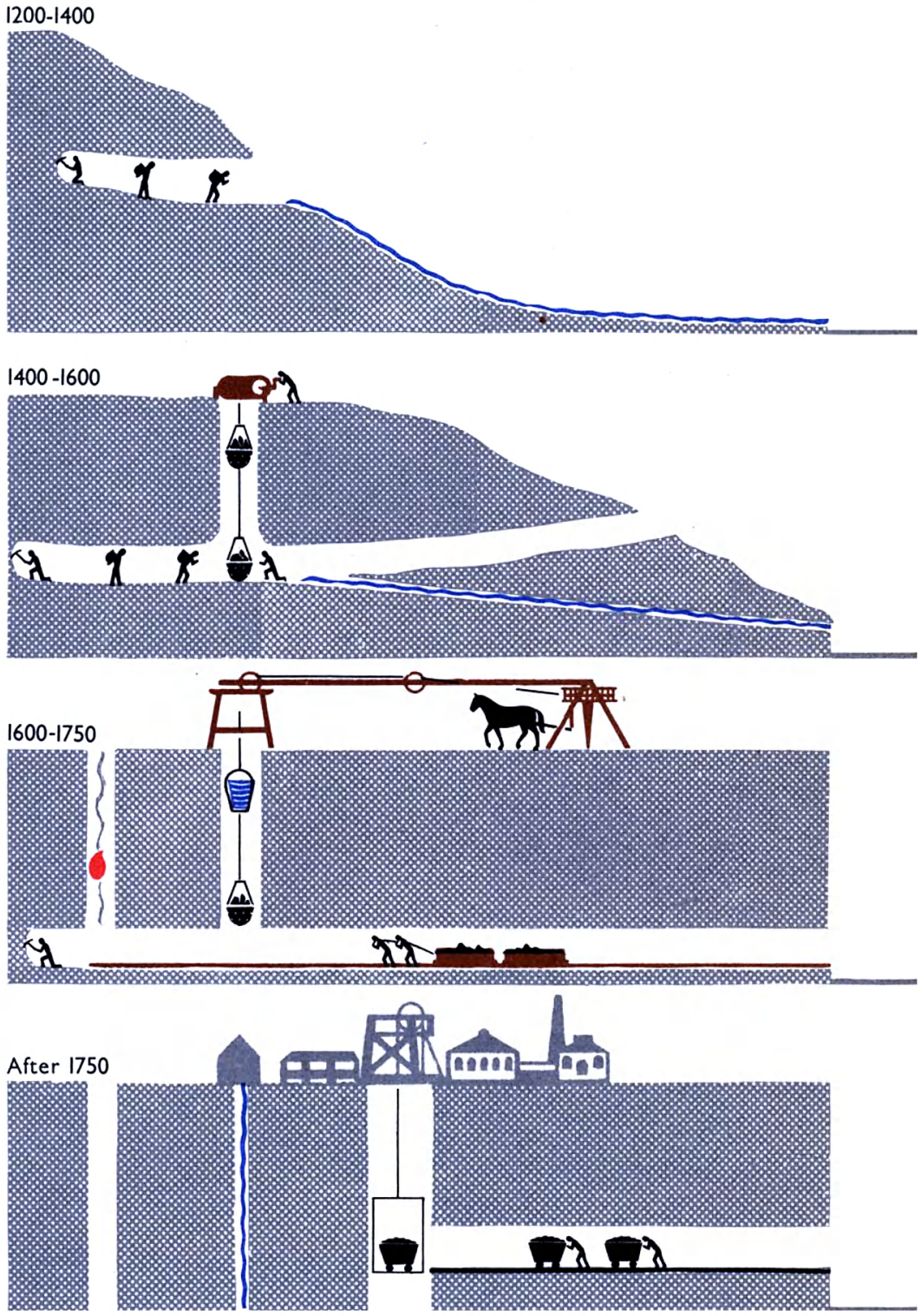
4
What was coal used for seven hundred years ago?

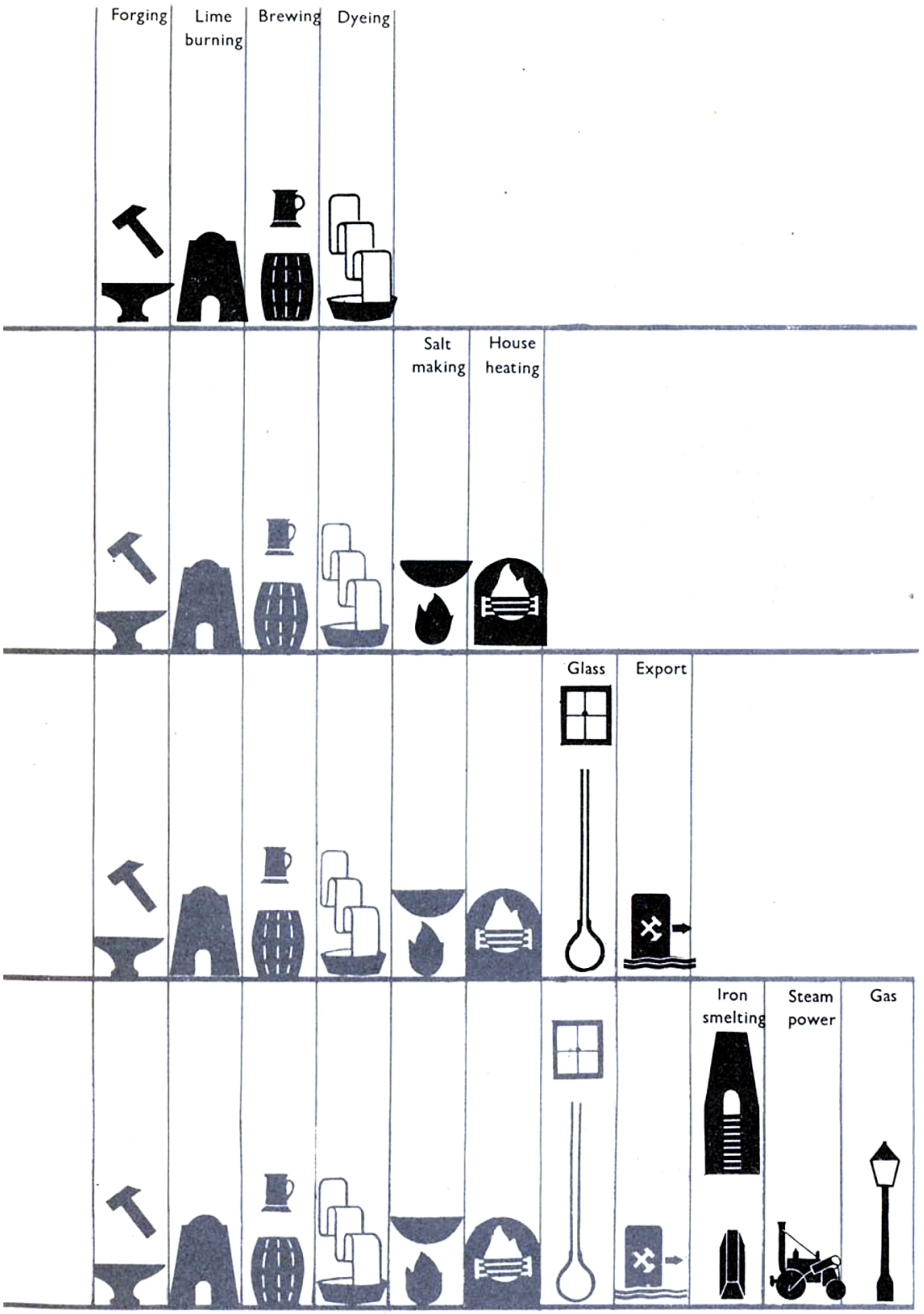
5
Did the miners go farther underground after 1400?

6
How was the coal taken to the surface in 1400?

7
How has the drainage of mines changed since the year 1200?

8
For what reasons had it to be changed?





9
Had coal more uses in 1400 than in the first days of mining? What were the new uses?

10
When did people start using coal for smelting iron?

11
What use was made of animals in coal-mining after 1600?

12
What is the purpose of the little flame in picture 3?

13
What had been done to make mining easier after 1600?

14
How is coal hauled to the surface nowadays?

15
Look at Chart 8 and suggest a use for coal not shown here.

16
How long has this country been selling coal abroad?

Chart 19

A Hundred Years of Change

1
Which row of pictures tells about things as they are now?

2
What kind of lamp is shown in the bottom picture?

3
Two of the pictures show gas lamps in the streets. Which are they?

4
Which picture shows the streets lit by oil lamps? About how long ago was this done?

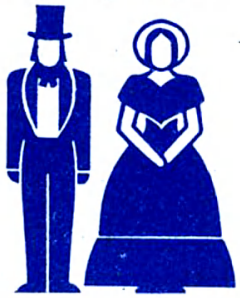
5
One kind of gas lamp has a mantle, the other a fish-tail burner. Which was the kind used first? Which gave a brighter light?

6
Which part of the picture shows where the gas is made?

7
Which part of the picture shows the dynamo which makes the electricity?

8
Which lamps would take the longest time to look after and light?

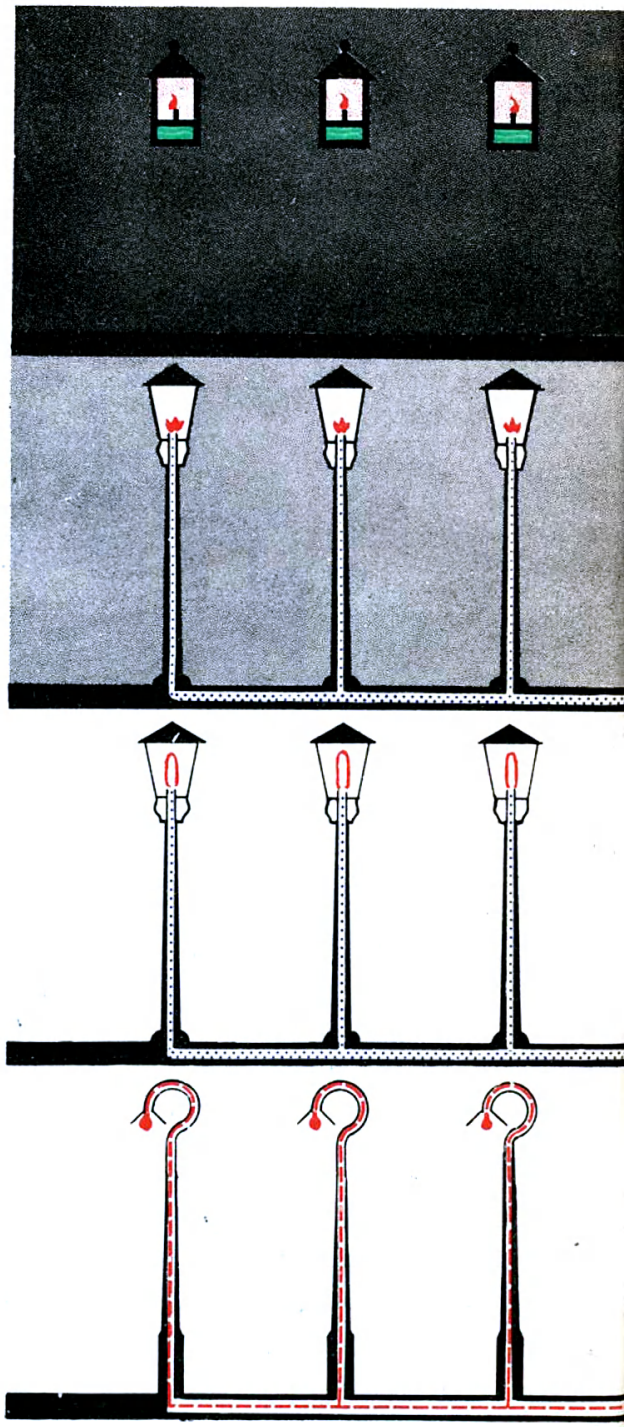
Our great-great-grandparents

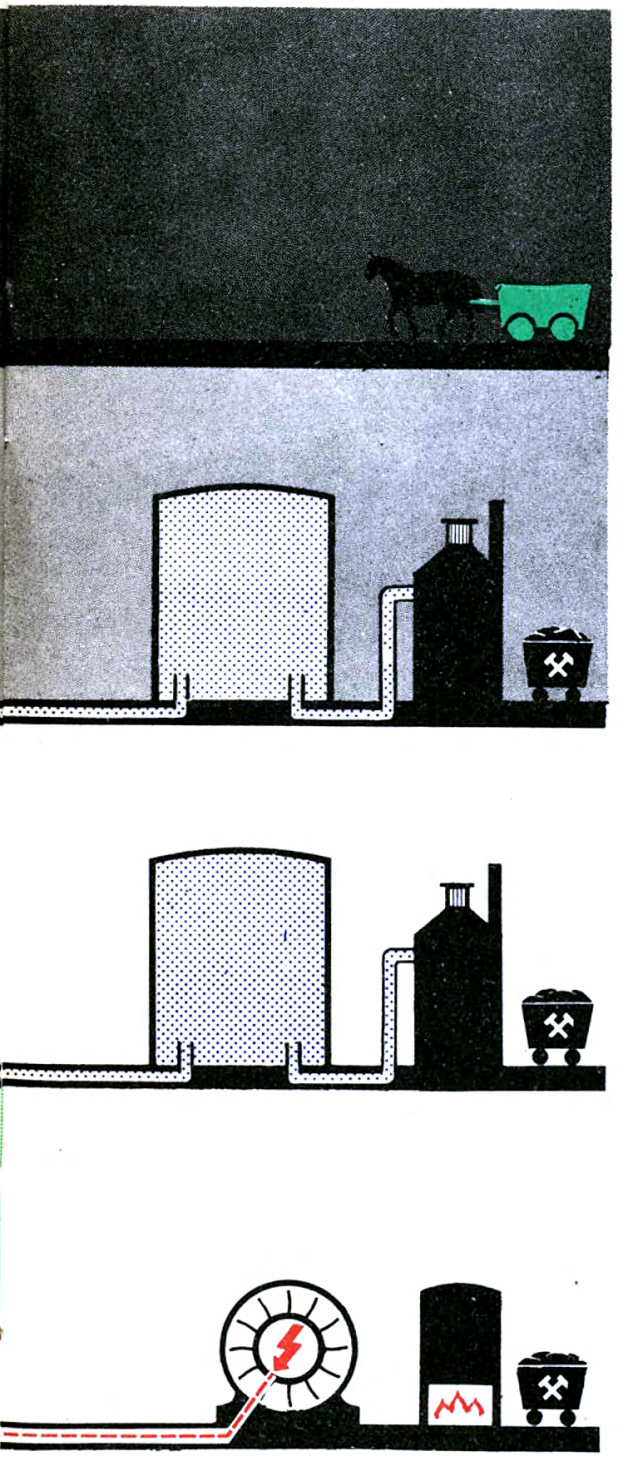


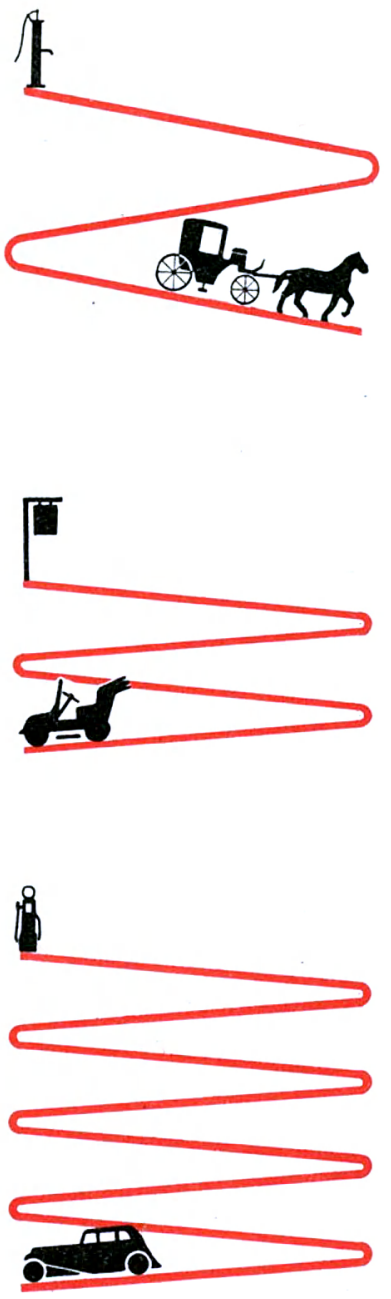
Our great-grandparents

Our grandparents

Our parents now







9
What is being taken in the cart for the lamps in the top picture?

10
Which picture shows how your parents dress?

11
Which picture shows how your grandparents used to dress?

12
How long ago used men generally to wear a top hat?

13
Have men's clothes or women's clothes changed more in the last hundred years?

14
Were there any motor cars a hundred years ago? How did people travel by road then?

15
What is the pump in the top picture used for?

16
How many times faster do cars go now than they did thirty years ago? Could the first cars go more quickly than a horse and carriage?

Chart 20

THINGS TO DO YOURSELF

1. Try to do an essay in picture language on one or more of the following subjects, using either scissors and coloured papers or a box of paints. You may copy our symbols if you wish, but you should try to invent at least a few new ones yourself.

a. *Great Cities of Modern Europe.* (Using your atlas, show all cities with over a million inhabitants. Compare your chart with Chart 9.)
b. *Two Farmers Go to Market.* (Make two pictures showing what happened when a farmer went to a town market in the Middle Ages and what happens now. How does each one travel? How long does each take on the journey? What does each buy and sell?)
c. *Making More Use of Iron.* (Many things shown in this book are made of iron. Make a chart showing when all these things, and any others you can think of, first came into use.)

2. You have seen how history can be read from pictures. See now if you can read history from bricks and mortar. Look round a town you know and try to find one building that was built in the Middle Ages, one in Tudor times, and one in modern times. Write an essay, either in words or in pictures, on the kind of life the builders of the first two buildings led, and of the tools they worked with. (If there are no medieval or Tudor buildings in the town, try to find out why that is, and when your town first began to be built.)

3. The village or town in which you live has an interesting history of its own. Borrow some books about this from your teacher or from the local library, and try to find out things that are not in the books by asking questions of your parents and grandparents. Here are some things you may wish to discover:

a. How many hours per day did your grandparents and your parents work when they first left school?
b. In which trade or industry do most of the people of your town work today? When did this trade first become important there? Are any of the materials used in it brought from across the seas? If so, from which countries?

SOME BOOKS TO READ

Below is a list of books which will give you further information about some of the subjects dealt with in our charts. The easier ones are marked *. Some of the others are rather difficult to read but most contain interesting pictures. Many of them may be found in any public library, and possibly in the Children's Section. You will also find it well worth while to look at the *Children's Encyclopaedia*, *Harmsworth's History of the World*, and *Newnes' Pictorial Knowledge*, and at handbooks issued by museums like the Horniman Museum.

ABRAM, A. Social England in the Fifteenth Century *Routledge*

BEARD, C. AND M. The Rise of American Civilization *Cape* 30/–

*BOFF, CHARLES. Boy's Book of Roads *Routledge*

*BOULTON, W. H. The Romance of Archaeology *Sampson Low & Co.*

*BRERETON, F. S. Clothing, an Account of its Types and Manufacture *Batsford* 4/–

CANTRILL, T. C. Coal Mining *Cambridge University Press*

*CARTER, E. H. Man's Social Story *E. J. Arnold* 4/–

CHILDE, V. G. The Most Ancient East *Kegan Paul* 12/6

CHILDE, V. G. Progress and Archaeology *Thinkers Library* 3/6

COULTON, G. G. The Mediaeval Village *Cambridge University Press*

HAMILTON, HENRY. History of the Homeland *Allen & Unwin* 18/–

*HARTLEY, DOROTHY. Mediaeval Costume and Life *Batsford* 12/6

HARTLEY, D., AND ELLIOT, M. M. Life and Work of the People of England *Batsford*

*LAUWERYS, J. A., AND GLOVER, A. H. T. Making Light *Nelson* 3/–

*LAUWERYS, J. A., AND GLOVER, A. H. T. Man and Metals *Nelson* 3/–

*LITTLE, W. B. Science in the City *Pitman* 3/–

MARTIN, E. A. A Piece of Coal *Hodder & Stoughton* 2/6

MUMFORD, L. The Culture of Cities *Secker & Warburg* 16/–

NICHOLSON, DOROTHY. The Londoner *Collins* 5/–

*POWER, EILEEN AND RHODA. Boys and Girls of History *Cambridge University Press*

*QUENNELL, M. AND C. H. B. A History of Everyday Things in England *Batsford*

*ROUSE, EDWARD CLIVE. The Old Towns of England *Batsford*

*STEPHENSON, TOM. Romantic Britain *Odhams Press* 7/6

*STUART, DOROTHY MARGARET. A Child's Day Through the Ages *Harrap* 7/6

*TENEN, I. The Ancient World. *Macmillan* 5/–

TITMUSS, R. M. Poverty and Population *Macmillan* 10/6

TREVELYAN, G. M. English Social History *Longmans, Green & Co.* 21/–

WILLIAMS-ELLIS, M. A., AND FISHER, F. J. A History of English Life, Vol. III *Methuen* 4/–

*WOOD, JOHN MACKENZIE. The Story of England *Nisbet* 4/6

WOOLLEY, SIR C. L. Ur of the Chaldees *Penguin* 1/6

A NEW DEVELOPMENT IN VISUAL EDUCATION

The Scottish Report on Primary Education (1946) says of visual education: "It depends not so much on direct photography as on the animated cartoon, and sets out with the purpose of teaching a definite lesson: not background illustration but essential education. It studies the psychological approach, makes use of all possible devices of sight and sound to arouse and maintain interest, and ruthlessly excludes every irrelevant detail. The skill of the most inspiring and imaginative teachers can thus be allied to all the devices of the modern technicians to produce a teaching medium of extraordinary power that may be made available in every class-room in the land."

The *Visual History of Mankind* is an attempt to translate these words, written of the film, into the printed book. The picture-language, Isotype, was designed by its originators for this educational purpose. Clarity and simplicity is its chief aim. All irrelevant detail is omitted, the same symbols occur over and over again so that the reader quickly recognizes them, colour creates interest but is used always with meaning and not merely as decoration, attention is paid to arrangements which will present easily remembered patterns. This new instrument is used to make statements and tell stories which are not simply of background value but are themselves an essential part of the education of modern citizens.

The books are intended for use at the stage, described in the Report, when the pupils are "in a position to realize the patience and genius of our early ancestors in making those inventions and discoveries upon which the later developments of civilized life are based . . . to follow with intelligence and interest the great stories of civilization, such as the story of the ship, the wheel, the road, the alphabet, lighting, weights and measures, law and order". Teachers will, of course, use the charts in the light of their own experience. Some will use them as texts, study them with their pupils, help them by questions to find the right words to describe what they see, and use the blackboard to summarize the lesson. Others will tell stories, illustrating them with film strips and other pictorial material as visual aids, and then turn to the books to drive home and expand what has been dealt with. Still others will continue to use the ordinary story books and use the charts as geography teachers use an atlas. But all of them will find in these books an opportunity to "study and experiment", in the words of the Report, "with a technique of teaching which seems likely to be of revolutionary importance".